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ABSTRACT

This annual report of the National Alliance of Black School Educators (NABSE) Commission on Policy Development in Public Education presents six position papers by NABSE and guest authors. The papers, and their authors, are (1) "The Quest for Excellence/Pupil Self-Esteem" (Carole Hardeman); (2) "Engineering Education for Minority Students" (Howard G. Adams); (3) "Alternative Routes to Excellence" (Charles Willie); (4) "Proposition 48 and Standardized Testing for College Admissions: Policy Implications for Educational Equity" (Irving P. McPhail); (5) "Education for Interpersonal Literacy" (Geneva Gay); and (6) "Can America Really Achieve Equity?" (Charles Rankin). Included, in addition, are: a roster of the commission, a questionnaire for commission members; correspondence of significance regarding topics of concern to the commission; a summary of activities for 1983-85; and interviews with Donald H. Smith (NABSE President) and Emeral A. Crosby (a member of the National Commission on Excellence in Education). (KH)

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NABSE

NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS

Dr. Donald H. Smith, President

U.S. DEPARTMENT OF EDUCATION
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ANNUAL REPORT

The Commission on Policy Development in Public Education
Dr. Carole Hardeman, Chair

The Thirteenth Annual Conference, New York, New York
November, 1985

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CONTENTS

Introduction

Roster of Commission

Correspondence of Significance

Summary of Activities

Published Interview of NABSE President Dr. Donald H. Smith

Published Interview of Dr. Emeral A. Crosby

* Published Position Papers by NABSE and Guest Authors

The Quest for Excellence/Pupil Self-Esteem	Dr. Carole Hardeman
Engineering Education for Minority Students	Dr. Howard G. Adams Executive Director GEM
Alternative Routes to Excellence	Dr. Charles Willie Professor of Education Harvard University
Proposition 48 and Standardized Testing for College Admissions: Policy Implications for Educational Equity	Dr. Irving P. McPhail Vice-President/Academic Affairs Delaware State College
Education for Interpersonal Literacy	Dr. Geneva Gay Associate Professor/Education Purdue University
Can America Really Achieve Equity?	Dr. Charles Rankin Director-Race/Sex Equity Centers and Professor of Education Kansas State University

* Dr. Adams' paper was presented at the Commission's seminar at the NABSE Summer Conference.

Dr. Hardeman's paper was commissioned by the U.S. Department of Education, Division of Research and Statistics; National Center for Educational Statistics.

ALL OTHER INTERVIEWS AND PAPERS ARE REPRINTED COURTESY OF CENTERBOARD, The Journal of the Center for Human Relations Studies, University of Oklahoma. (Centerboard was founded by Carole Hardeman, and the majority of its subscribers and many scholar-authors are NABSE members).

Dr. Smith's interview was conducted and written by Dr. George Henderson, Goldman Professor and David Ross Boyd Professor of Education, Sociology and Human Relations at University of Oklahoma. Dr. Crosby was interviewed by Dr. Hardeman, Adjunct Professor of Education at Central State University, of Oklahoma.

Introduction

In November of 1983, NABSE's new president, Dr. Donald H. Smith issued the charge to THE COMMISSION ON POLICY DEVELOPMENT IN PUBLIC EDUCATION:

> Investigate policies in American education which impact on African American children. Initiate policy statements to government and school officials which reflect this organizations policies and principles. You are to monitor ALL such policies and represent this organization whenever the need arises.

The following report will indicate that this commission has addressed issues of excellence and equity which impact on the African American child. This commission has attempted to significantly impact on the mental and physical health of American children and specifically those African American children who are devoid of advocates in their own communities.

I am profoundly grateful to the members of this great organization and to the members of The Commission on Policy Development in Public Education for having provided this wonderful opportunity for me to serve you these past two years. To have served you has been one of the significant honors of my life thus far. Membership on the Executive Board of Directors of National Alliance of Black School Educators has been exciting and has been the source of immense professional growth. Dr. Donald Smith has been and is a brilliant and dynamic president, and under his leadership NABSE has indeed become a household word. On behalf of my commission, I extend to Ms. Adelaide Sanford and the New York Alliance our heartiest congratulations and appreciation for their meticulous planning of this, the Thirteenth Annual Conference. To our Founder, Dr. Charles Moody, we thank you for having the vision and the perception to know how desperately Black educators throughout America would need this great organization today, as we approach the 1990's. Finally, to my fellow members of the Board, and to my colleagues of NABSE, I close with these words from one of our great poets:

"The night is beautiful, so the faces of my people; The stars are beautiful, so the eyes of my people. Beautiful also is the sun---and beautiful also are the souls of my people. And beautiful, also are you, the NABSE membership.

Carole Hardeman

ROSTER

NABSE Policy Development in Public Education Commission

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ROSTER

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Date: June 15, 1984

To: NABSE Policy Development in Public Education Commission Members

From: Carole Hardeman, Ph.D., Chair

Subject: Commission Roster
National Conference - 1984
Establishment of Commission Committees

This communication covers several topics of great concern to our commission. I have spoken with many of you since our last national conference. Before the November meeting in Cleveland, I hope to touch base with most of you - this general mailing is the first step.

Since the publication of SOUNDS OF SCIENCE is at last completed, and all schools who ordered copies have now received their shipments, I can AT LAST devote some much needed time to my NABSE constituents!! You have always been in my thoughts, and my commitment is just as strong as ever, but believe me, the editing and preparation for publication of a massive product is extremely time consuming; especially when the other staff personnel familiar with the product have gone their separate ways. It virtually becomes a one-person task! But enough about SOUNDS OF SCIENCE!

Commission Roster

In this packet you will find a roster of our commission in two parts (blue). Roster I contains the names of those who attended the commission meetings at the Chicago conference; and Roster II lists those names collected at previous meetings - Memphis (1982) and possibly Baltimore (1981).

You will also find questionnaires to be completed and returned. I hope that you will sent these back as quickly as possible in the enclosed return envelope. I'd like to send to you a profile of each member. We need to know more about each other and the profile sheet will assist us (PD I, pink). PD II (green) addresses your opinions and suggestions for making our commission meetings more interesting.

Wes Chapman and I often discussed our frustration at having to spend so much time at each commission meeting bringing newcomers up-to-date on what was discussed yesterday, last year, etc. Perhaps you have some

fresh and bright ideas as to how we can solve this problem, and will indicate them on your questionnaire. I anxiously await your suggestions. I KNOW you will have some great ideas, because you are all leaders; I'm anxious to utilize the great talents in our commission.

Enclosed you will also find a page entitled PD III: NEWSWORTHY NOTES ABOUT PDPE COMMISSION MEMBERS (yellow). Please jot down some of the interesting things going on in your life and work right now - or past events or upcoming earth-shakers. Send this to me for now, until we establish a publicity committee. I will forward the data on to NABSE NEWS, and will also include it in our own commission's monthly newsletter (beginning in August). But don't think you can look forward to reading juicy tidbits about your colleagues unless you share your news with us!

National Conference

There is currently a call for papers (see enclosed information, white). You should have received information about this from the conference planning committee. They are doing an outstanding job. If you have not received the information, give me a call and I will duplicate all of the information which I have received and send it to you.

The conference plans indicate that we have an exciting four days planned for us. Let's try and have this conference our finest hour!

Commission Committees

In addition to the officers of Chair, Vice Chair and Secretary; and the Election and Nomination Committees, I would like to appoint the following committees:

Program Planning for National Conference Commission Meetings
Publicity
Membership
Hospitality
Liaison for Local Affiliates
Liaison for other commissions

Please complete and return PD IV: Committee Sign-up Sheet (tan). The duties of each committee will be spelled out to those persons appointed as Chairs and members.

In addition, there is a need to identify commission members who have the ability, time and commitment to prepare position papers on various educational policy issues which arise on a national level. To coordinate these activities, I will need the cooperation of at least six of you who

are able to do this on short notice. CENTERBOARD, by the way, will be most interested in publishing these statements, or position papers. Think about it, and let me know if you are interested in being on the "Position Paper Writing Committee".

Rather than appoint committee chairs to the six committees above, and to the "Position Paper Writing Committee", I am going to use the democratic method. The first person who calls or writes and indicates a desire to serve on a committee, will automatically become the Chair of that committee. If two persons call the same day, or if a call and a letter arrive the same day, we will appoint co-chairs. Now, please get those calls and letters in immediately. WE CAN BECOME A VERY STRONG COMMISSION!! Wes Chapman has certainly laid the groundwork, and we must carry on. Let's all pledge to get intrisically involved in the work of our commission from now until November. Our national president, Donald Smith, is working extremely hard for our organization, and so is our national office director, William Saunders.

I know that you have been waiting to hear from me. Now you have heard - so let's all pitch in and do our share.

We have been issued an assignment by our national president and we have until November to complete it, but the time is now to begin. LET ME HEAR FROM YOU SO THAT WE CAN GET STARTED!!!

Can I count on you? Of course I can. Please complete the rainbow of pink, green, yellow and tan forms and return them in the enclosed self-addressed envelope. DO IT NOW! The first person who returns forms will receive special recognition at the FIRST commission meeting. It will be something very nice - not mickey-mouse.

The Commission on Policy Development in Public Education is on the move!

I look forward to hearing from you immediately!!

Peace and love,

Carole Hardeman, Ph.D.
Chair
Policy Development in Public Education Commission, NABSE

CH/rh
Enclosures:

PDPE	Rosters (blue)
PD I:	Profile Data (pink)
PD II:	Re: Commission Meetings (green)
PD III:	Newsworthy Notes (yellow)
PD IV:	Committee Sign-up Sheet (tan)
NABSE	Call for Papers (white)
	Return Envelope

PD I: PROFILE DATA

(For the Roster of Policy Development in Public Education Commission of NABSE, please complete this form, trying to keep your responses as brief as possible. We would like to make the entries uniform.)

Name _____
(as you would like it to appear in the roster)

Home
Address _____

_____

_____ Zip _____

Telephone ( ) _____

Job Title _____

Place of Employment _____

Address _____

_____

_____ Zip _____

Telephone ( ) _____

(Please indiate by * your preference for receiving commission correspondence.)

In the remaining responses, please answer those questions which you wish to answer and skip those which do not apply. This roster will be used to help commission members know more about one another, and is not intended for a Who'sWho in NABSE, although I imagine that the results will look quite impressive (smile).

Date of Birth Month: _____ Day: _____ (no year, please)

Significant dates for you, such as wedding anniversary, etc. _____

_____

Other dates which may interest commission members_____

_____

College(s) attended and degree(s) _____

_____

Areas of expertise _____

_____

Are you in the "job market"? _____If so, where would you be interested in re-locating and what type job would you consider? Who knows - some of our commission members may be seeking outstanding candidates for employment.

_____

_____

Do you make public speeches, or engage in private consulting?_____

If so, briefly list your area of expertise and consulting fee _____

_____

References or organizations for whom you have consulted in the past, if you wish

_____

_____

Hobbies, skills or special vocations_____

_____

One aspect about yourself that members would never, ever guess, and which would never have been discovered were it not for our roster. Example: You won the Olympic Gold Medal for Skin Diving in 1950!

_____

Member of national Greek Letter Organizations, Masons, Shriners, or other organizations to which other members may belong

_____

Use remaining space and back to list other aspects about yourself which help make you the unique person you are.

_____

I'M COUNTING ON YOU TO MAKE OUR ROSTER INFORMATIVE, INTERESTING AND ENVIABLE!!!

PD II: Re: Commission Meetings

(Please answer these questions as candidly and honestly as you can. Your responses will be of the utmost importance in planning our meetings.)

	Strongly Disagree	Moderately Disagree	Agree	Moderately Agree	Strongly Agree	No Comment
1. The commissions are provided ample time in which to carry on our business, if we are well organized.						
2. The Commission on Policy Development in Public Education has clearly defined purposes, goals and objectives. I do understand what we are supposed to do when we meet.						
3. The commission meetings are stimulating, interesting and challenging. I look forward to the meetings.						
4. I would like to see a new format for the meetings.						
5. I will help to establish a new format for the meetings by writing my ideas on the back of this page.						
6. I would like to have a panel discussion of issues to be discussed at our commission meetings. If the Chair appoints persons to study the various aspects of issues to be discussed, it will provide the commission members with more information and therefore result in more intelligent and interesting discussions.						
7. I would like to have an opportunity to express my ideas about what issues should be discussed at the commission meetings PRIOR to the national conferences.						
8. I would like to receive an Agenda for the national conference at our commission meetings prior to the national.						
9. I would like to hear panel presentations from as many of our commission members as possible. This can be accomplished by well planned programs and everyone can feel ownership in the attempt to make our commission more energetic.						

The following issues were not addressed on the questionnaire and I would like to express my suggestions and concerns about our comission:

_____

_____

_____

The new format which I would like to see is as follows:

I would like to invite the following person to address the following issue(s) at the next commission meeting:

Some commissions are holding a mid-year workshop in July. Would you like to see our commission plan to meet next July or at some other time, in a two or three-day work session? Please write your comments below.

PD III: NEWSWORTHY NOTES ABOUT PDPE COMMISSION MEMBERS

(Remember! You can't expect to read interesting data about your colleagues unless you are willing to share too!)

Your Name Date

PD IV: Committee Sign-up Sheet

Please indicate the committee(s) on which you would like to serve. If you have the time to devote approximately four hours per week, then you are the person we need. If each commission member can spend just FOUR hours per week, that will equal about 200 hours per week toward achieving our goals. Think about it - and then sign up!

Yes, I would like to serve on the following committee(s). I can spend four hours of my precious time each week for each of the committees indicated below. After signing up, I will receive instructions of what is expected of me.

The committee which I have selected is (check one for each four hours you will spend):

Program Planning for National Conference Commission Meetings

Publicity and Public Relations To receive newsworthy items from commission members and prepare to send to NABSE NEWS, as well as send out monthly newsletter to commission members.

Membership Initiate more members for NABSE and especially for our commission. Also, writing letters of welcome to new NABSE members who select our commission through NABSE national office.

Hospitality Send cards to members who have special events, such as birthdays, deaths, weddings, promotions, etc. We will ask all commission members to contribute perhaps five or ten dollars per year for the commission to execute these initiatives.

Liaison for Local Affiliates This committee is quite important. The local affiliates will be our means of dealing with public policy issues which are unique to various locales. We will discuss ways and means of this "gut level" work after this committee is organized. It will require a great deal of work, so only the most committed should sign up for this one.

Liaison for Other Commissions This committee is also quite important. It is quite possible that membership on this committee would not interfere with one of the first four committees listed above. We need to determine what policies we can actually establish, which ones we will comment on, and which ones we may wish to initiate. There may be some NABSE policies which we wish to address. By working with other commissions, we can be assured that policy resolutions presented to the NABSE general assembly represent the thinking of our colleagues in the other commissions.

Position Paper Writers Those of you who love to write, or those of you who have definite ideas about national policy of education, and want others to write our your spoken ideas, should sign up for this one. However, be forewarned! You may get an assignment on a Monday and be asked to

come forth with a skeleton outline, or even a finished statement to send to me within ten days! But please consider this committee. I, of course, will do some of this writing, but with all of us being so busy, when we know that we have help, or if I could ask as many as six people to contribute two paragraphs, that means when I sit down to put it all together, and then send the finished draft to all six people for further "polishing", it's easy to see how we can actually come forth with a pretty good position paper when our national president calls for one, or for that matter, when any commission member cites an issue which our commission should comment on.

After final consideration of the above mentioned committees, I hereby pledge to work diligently on the following committee(s):

Name of committee_____1st choice

Name of committee_____2nd choice

Name of committee_____3rd choice

Name of committee_____4th choice

Of the above named committees, I will definitely work on: One Two

(please circle)

I pledge to perform in a manner of which the commission can be proud and am delighted that I have undertaken this important task.

Name_____Date_____

SUMMARY OF COMMISSION
ACTIVITIES

1983-84

The Commission on Policy Development in Public Education is quite unique in that a different group of people attend commission meetings at each national conference. Prior to the 1984 conference, a great percentage of commission meeting time was used in bringing newcomers "up to date" on commission activities. Additionally, the commission is a new one, formed and/or organized in 1982.

In an effort to provide structure for the commission, the first efforts of this chairperson were directed toward that end. The 85 commission members were sent a 13 page mailing designed to ascertain their committee preferences, their ideas for conference commission meeting structure and activities, and an updated mailing list. (The correspondence is included in this report). To this effort, 13 commission members responded.

At the first commission meeting of my tenure, 15 persons attended the first meeting, and approximately 22 attended the second meeting. However, the committees reorganized (as the 13 respondents were not the ones who attended the conference, with the exception of five persons). Many plans were made to implement our new structure.

Of prime significance, the commission made two decisions:

Each local affiliate will assign one member to the Commission on Policy Development for the purpose of providing the Commission with up to date information on educational issues which impact on each member of NABSE. Secondly, this would enable each local affiliate to take information back to her or his membership.

The Commission voted unanimously to recommend to the General Assembly that the Legislative Committee and the Commission on Policy Development be combined. The issue was brought to the commission by Barbara Lett Simmons and Wes Chapman, who are members of the committee as well as the Commission. Unfortunately, the resolution was not voiced at the General Assembly.

1984-85

President Donald H. Smith made two requests of the Commission to respond to national issues. The Commission did not respond. For this, the chair takes full responsibility. Unfortunately, their were many professional and personal losses suffered by some of our commission members and the human resources simply were not available to answer the call. However, the chair was determined that this commission would deliver to this body, and to various educational and governmental entities throughout America the scholarly ideas, research data summaries, and positions on equity and excellence. The NABSE Task Force Report was the catalyst, and national, regional, and state conferences and seminars, legislative bodies, were the audiences , and the chairs own published journal, CENTERBOARD, became the medium. THIS COMMISSION HAS ISSUED POLICY STATEMENTS ON ISSUES WHICH IMPACT ON THE EDUCATION OF THE AFRICAN AMERICAN CHILD.

As Chair of this Commission, I represented the NABSE position on equity and and excellence by speaking at the following conferences: (SELECTED LISTING)

National Conference of Christians and Jews Conference on Equity and Excellence	Washington, D.C.
University of Pittsburgh-Equity & Excellence (Dr. Ogle Duff- NABSE)	Pittsburgh, PA
Pennsylvania State Department of Education - conference on Math and Science Technology	Harrisburg, PA
University of Delaware Annual Conference for Black Scholars in Higher Education	Delaware
U.S. Dept. of Ed., Science Conference	Washington, D.C.
University of PIttsburgh Conference on Science Equity	Delaware
Clark County Annual Administrators Meeting - Las Vegas (Dr. Herschel Williams, NABSE member)	Las Vegas, Nevada
NAFEO Conferences, 1983, 1984	Washington, D.C.
Chicago Alliance of Black School Educators Annual Membership Luncheon	Chicago, Illinois
Washington, D.C. Schools Administrators	Washington, D.C.
Alabama A & M University-Science Dept.	Normal, Alabama
Harvard University Graduate School of Education and School of Medicine (Special Consultant on two science projects designed to encourage minorities to pursue careers in medicine and health).	Cambridge, MA

Presented <u>equity in science</u> workshops to numerous school districts, stressing the importance of Black children receiving excellent instruction in math/science. Additionally, the Chair of the commission served on the Oklahoma Affirmative Action Committee of the state legislature to monitor affirmative action in Oklahoma Higher Education, organized the Oklahoma Alliance for Black School Educators, and assisted Black students throughout Oklahoma colleges and universities at annual Black History Week programs. Additionally, several workshops in Testwiseness -SAT & ACT, etc, were conducted for Black students.

Because of the influence of NABSE's Task Force Report, which this Chair brought to the attention of all Black Oklahoma Legislatures, as well as local TV programs, several local churches and organizations have started organized study sessions for children in their communities.

The highlight of the 1984-85 year for The Commission on Policy Development in Public Education was our significant contribution to the NABSE Summer Conference which was held in Chicago in July, 1985.

In cooperation with the Commission on Special Projects, Dr. Charles Phillips, Chair, and the Commission on Higher Education, Dr. Gene Eubanks, Chair, the Policy Development Commission sponsored a two-day seminar which addressed the following issues:

ISSUES THAT IMPACT ON BLACK STUDENTS ON WHITE COLLEGE CAMPUSES
SPECIAL PROBLEMS OF BLACK ADMINISTRATORS AND LEADERS NOT FACED BY WHITE LEADERS
THE SATURDAY MORNING SCIENCE ACADEMY- How to get one started, parental support, etc.

HOW TO GET MORE BLACK STUDENTS IN GRADUATE ENGINEERING PROGRAMS

CENTRAL BRAIN HEMISPHERICITY (Right-Left Brain Research Findings): Implications for Teaching Black Students Science

ISSUES FOR BLACK LEADERSHIP IN THE SUPPORT OF MINORITY ENTREPRENEURS (School textbooks, furniture, paper supplies, etc.)

HOW TO HELP BLACK YOUNGSTERS SECURE FINANCIAL ASSISTANCE TO ATTEND COLLEGE

SPECIAL PROGRAMS IN SCIENCE FOR MINORITY CHILDREN

Outstanding scholars, NABSE members and guests, presented papers, discussions, etc., to several participants. The speakers included Mr. Linnie Irons, Mr. Chevis King, of ADROIT Publishing Company, Oklahoma City; Dr. Saundra McGuire, Chemistry Professor at Alabama A & M, Dr. Howard Adams, Executive Director of GEM, Notre Dame, Indiana; Ms. Juanita Bronaugh-Thomas, of Argonne National Laboratory, University of Chicago; and Dr. Jerome Harris volunteered to speak for an absent panelist.

The Commission now has a structure which should work for the next few years. HOWEVER, I RECOMMEND THAT THE COMMISSION BE CALLED THE EDUCATION LEGISLATIVE AND POLICY STRATEGY COMMISSION, which better describes the relevent activities of this commission. Membership should be limited to school board members, school adminisistrators, curriculum supervisors, and elected or appointed governmental office holders, Department of Education, etc. It is my recommendation that ALL commissions purposes and activities should be studied.

I also strongly recommend that at future national conferences, activities and/or seminars, workshops, special programs be planned for those persons who do not wish to participate in commission meetings and activities.

This alternative would solve the problem which now exists: Many persons have no interest in belonging to any commission, but perhaps feel obligated to attend one of the meetings while at a national conference. They may attend one meeting one day, and try out another the next day, and may or may not attend the conference next year. NABSE should provide professional or informational programming for this person. There may also be some persons who are currently commission members but would prefer hearing a speaker, or participating in a discussion of current issues of interest.

POLICY DEVELOPMENT & HIGHER EDUCATION

THURSDAY, JULY 18, 1985

1:30-2:15 p.m.
Issues That Impact Black Students On The Predominantly White College Campus ..... Lakeview II
Dr. Carole Hardeman and Dr. Eugene Eubanks, Speakers

2:15-3:15 p.m.
New Entrance Requirements For The Entering College Freshmen: Implications For SAT & CAT Testwiseness Skills and Other Study Skill Preparation .... Lakeview II
Dr. Irving McPhail, Speaker

3:15
Break

3:30-4:15 p.m.
How To Get Black Engineering Students Into Graduate School ..... Lakeview II
Dr. Howard Adams, Speaker

4:15-5:30 p.m.
Commission Follows Options

6:00-8:00 p.m.
Dinner ..... On Your Own

8:30 p.m.
Hospitality ..... Superior

FRIDAY, JULY 19, 1985

9:00-10:30 a.m.
Saturday Moring Math/Science Academy: Getting Started, Curriculum Materials, Teaching Strategies, Parental Involvement, and Funding Information ..... Lakeview II
PANEL DISCUSSION
Panelists: Juanita Bronaugh Thomas, Argon National Lab.
Melvin Webb, Clark College
Dr. Gary Crooms, Langston University
Moderator: Ms. Deborah Minor

10:30-11:45 a.m.
Right/Left Brain Hemisphere Research: Implications For Successful Science Teaching Methods For Black Students ..... Lakeview II
Dr. Saundra McGuire, Speaker

2:00-3:00 p.m.
Black Politics At Work: The Black Superintendent's Relationship To The Black School Board Member(s), The Black Administrator And The Black Entrepreneur, Black Organizations and Black Leadership, Do Black Leaders Need Special Skills Not Required Of White Leaders? If So, What Are They?
PANEL DISCUSSION ..... Lakeview II
Panelists: Mr. Chevis King, Jr.
Dr. Joann Brown Nash
Dr. Barbara Gilliam
Moderator: Ms. Fannie L. Dawson

Policy Development
Friday, July 19 Continued

3:00-3:15 p.m.
Break

3:15-5:30 p.m.
Commission Follows Options

6:00-8:30 p.m.
Dinner ..... On Your Own

8:30 p.m.
A Chance To See Chicago

SATURDAY, JULY 20, 1985
Follow Schedule For Commission Meetings

SPECIAL PROJECT ADMINISTRATION

THURSDAY, JULY 18, 1985

1:30-5:30 p.m.
Leadership Modules
Members have option to follow the schedule of other commissions.

6:00-8:00 p.m.
Dinner ..... On Your Own

8:30 p.m.
Hospitality ..... Superior

FRIDAY, JULY 19, 1985

9:00-10:00 a.m.
Members have option to follow the schedule of other commissions.

10:00-11:00 a.m.
Funded Programs For Minority Students . Conference A
Mr. Linnie Irons, Speaker
Education Specialist, Program Consultant
Indiana Department of Education

11:45 a.m.-1:45 p.m.
All Commissions Luncheon ..... Chartwell

2:00-5:30 p.m.
Members have option to follow schedule of other commissions.

6:00-7:30 p.m.
Dinner ..... On Your Own

7:30 p.m.
A Chance To See Chicago

SATURDAY, JULY 20, 1985

Follow Schedule For Commission Meetings

NOTICE: Members of **Higher Education** and **Program Development, Research, and Evaluation** follow options in any of the commission schedules.

Saving the African American Child: An interview with Dr. Donald Smith, President-NABSE

by George Henderson

Can predominantly Black elementary and secondary schools be saved and improved? This is a fundamental question raised by concerned educators, and I believe that the answer is, yes they can! One does not have to be an iconoclast to doubt the benefits gained from most school desegregation programs. They are not the solution to the miseducation of Blacks, though this is the popular opinion. We do not need programs designed solely to achieve a specific racial mixture. Instead, we need more programs to improve the quality of education for Black children wherever they live.

To think that Black and White children cannot receive a top quality education without associating with each other in school is ludicrous. In reality, there are not enough Blacks to populate every school, so 90% of White American students will spend little or no time interacting with Black American students. Thus, the major focus should be on quality education, not quantity desegregation.

The educational problems confronting Black schools are numerous and well documented. But predominantly Black schools are not *ipso facto* inferior to predominantly White schools. The achievements of Black high school graduates are impressive. We need only to be reminded that W.E.B. DuBois, Mary McLeod Bethune, Paul Laurence Dunbar, Charles Drew, Edward W. Brooke, Booker T. Washington, Frederick Douglass, and Martin Luther King, Jr. graduated from Black high schools, as have countless Black scholars, lawyers, physicians, politicians, and other positive role models.

Many Black children with potential for academic success never develop this potential because of negative societal conditions. Of the five most common explanations for Black school underachievement, only the biological, or racial, explanation lacks credence. Physiological, demographic, psychological, and cultural factors have been adequately documented as affecting school achievement. Yet none of these theories adequately explain the disproportionate number of Black children who succeed as athletes and musicians despite inadequate psychological, sociocultural, and environmental conditions. If malnourished, shabbily dressed, and poorly housed Black students can learn to make winning touchdowns, baskets, base hits, jumps, and runs, why cannot the same proportion of them excel in the classroom? The National Alliance of Black School Educators (NABSE) emphatically states that they can.

In 1984 NABSE released a publication entitled *Saving the African American Child*. The report was written by the alliance's Task Force on Black Academic and Cultural Excellence. One word summarizes the Task Force's report: Excellent. The document contains historical, educational, sociological, psychological, and economic data that coalesce to form a blueprint for improving the education of Black children. In order to give *Centerboard*'s readers a glimpse of some of the report's findings and recommendations, I interviewed Dr. Donald H. Smith, President of NABSE.

G.H.: **As president of the National Alliance of Black School Educators (NABSE) you distributed *Saving the African American Child.* What is the National Alliance of Black School Educators?**

D. Smith: NABSE is a 15-year-old organization of Black educators who perform professional educational services for all levels of educators from preschool through higher education, including professional educators in industry, government, and foundations, and also for students of education.

G.H.: **Now let us focus on *Saving the African American Child.* Why was it written?**

D. Smith: The answer is complex. Some 20 reform documents released in the last two years have criticized American public education

Donald Smith

and urged major reforms, but for the most part these documents have ignored the existence of, and therefore the needs of, African American children. Thus, it was incumbent upon us as Black educators, who have had considerable experience both in our own personal educational backgrounds and as professional educators teaching African American children, to try to train teachers and administrators to work with these children. *Saving the African American Child* is NABSE's attempt to state the problem, to define the issues, and to propose what we believe are the important curricular, philosophical approaches to the improvement of educational opportunities for African American children.

G.H.: **In the report summary the following statement is made: "We must never leave the total education of our children in the hands of others." Are we to infer that this has happened or that there is a danger that it will happen?**

D. Smith: That statement has many implications. Over 50 years ago, Carter G. Woodson in his thesis, *The Miseducation of the Negro*, brilliantly pointed out that the American educational system intends to prepare Black people for positions of servitude. Historically the system has dehumanized the image of the African American, thus damaging the self-esteem of many African American children. We see little difference in the approach of American education today. And if we leave the education of our children totally in the hands of others, we will not see a change.

The problem of who will educate our children becomes even more complex because of the diminishing number of Black educators. Unless there is massive intervention by 1990, projections are that the ranks of American Black teachers will be less than 5%. The Black educator at all levels—elementary, secondary, higher education—is becoming extinct. So we suggest that in the absence of Black people to nurture African American children in the educational arena, Blacks must do this nurturing in other settings—churches, boys' clubs, girls' clubs, YMCAs, community organizations.

G.H.: **The report cogently and, from my perspective, succinctly points out a historical African American respect for education. Why do relatively few public school children, African American and non-African American, know about this tradition?**

D. Smith: Well, we say that the African American tradition is built on the African tradition. As you are well aware, humankind was born in Africa. The first universities were in Africa. Scholarship began in Africa, and scholars from Asia and Europe came to Timbuktu and Sankore in order to study. While much of what was once Africa's scholastic heritage has been destroyed, the roots of Africa's scholarship and academic achievements are the forerunners of the African American tradition of achievement today. What has happened in the United States mirrors what happened to the ancient civilizations of Africa. As Chancellor Williams points out in his outstanding book, *The Destruction of Black Civilization*, Africans believed that the Asians and the Europeans who came to their land were honorable people. Thus the Africans were very trusting and allowed themselves to be subsumed, submerged, and destroyed. Consequently, the history of the great African civilizations has never been promulgated by the European culture in which we live. Our nation's schools have a Euramerican curriculum, which

does not recognize Africa, so it is not surprising that Black children and other non-White children do not know their own cultural history.

G.H.: **Your report identifies the legacy of racism as a major barrier to African Americans' quest for academic and cultural excellence. How would you respond to individuals who say that it is unfair for us to continually focus on racism?**

D. Smith: Those who do not recognize racism as a current issue in our society probably subscribe to the "emperor's new clothes" philosophy, that to pretend something does not exist is to have it go away. Racism is alive and well in the United States, Great Britain, France, and a number of other places that are European or Eurocentric. So if we are ever going to expunge racism and its vestiges, I think we have to deal with the reality of its existence. Helping our children and our people understand racism and racist institutions is requisite to avoiding the "blaming the victim" syndrome. To deny the existence of racism is to be vulnerable to it and indeed unable to deal with racism.

G. H.: **Some of your critics may say that the National Alliance of Black School Educators is racist in its analysis of sociocultural issues affecting African American education. Specifically, why has your organization abandoned racial quotas in public schools' student assignments?**

D. Smith: Those are two different questions, although they are related, so let me start with the first one. I am not concerned, and I would hope that the bulk of our membership would not be concerned, with critics who attempt to label us as racists because we have described what we believe to be the reality of American public education, and in a broader sense of American life. My definition of racism is twofold: Racism is a belief that one race is superior to other races and the promulgation of policies and practices in support of that belief. Now you will not find anything in that report that suggests that we believe that Blacks or any one group is superior to any other group nor is there any attempt to implement policies and practices in support of one group over another group.

The second part of your question concerned racial quotas. I do not think that it is a very profitable area for discussion. In the past racial quotas have meant the creation of a formula or ratio, A over B, where A equals those in the majority group and B equals Blacks or any other minority group. But we are not interested in racial quotas or racial structuring; we are interested in racial equality.

G.H.: **Would you elaborate on this statement from your report: "Being a good American does not require African Americans forfeit their cultural heritage or become facsimiles of Europeans or European Americans." What happened to the melting pot concept?**

D. Smith: The melting pot concept was mythologically based on the belief that immigrant groups (primarily from Europe) through some process were all homogenized together and came out in the form of something called the good American. But no ethnic group has really been completely integrated. To demonstrate this we have only to be in Boston on March 17th when the Irish celebrate St. Patrick's Day, or to go to Chicago where the largest Polish community outside Poland exists, or to visit New

"We are not interested in racial quotas or racial structuring; we are interested in racial equality."

York and see the dominance of the Jewish culture and their political leadership.

Black people are asked to do something that no other group has really done. The melting pot concept was a myth to cause people to believe that they ought to submerge their own cultures into a somewhat dominant and superior Anglo-Saxon culture. Fortunately, many of the other groups have not done that and neither should Black people. We are saying that a child has the right to be Black, Asian, Native American, or Hispanic. All children have the right to retain their culture and still to be taught, to be expected to achieve, to be respected, and to be honored as human beings. No child should be forced to give up that which is an essential part of herself or himself. A child's family and cultural heritage provide a kind of strength, a kind of buffer against oppressive racism.

G.H.: **Does effective education of ethnic minority children require teachers to be trained in methods and curricula radically different from those present in college and university teacher education programs?**

D. Smith: No, I don't think that is what we are saying or what we believe. Teaching methods do not have to be so radically different. However, there is a need for a change in curriculum to include the cultural heritage of the children about whom the teachers are teaching or to whom the teachers are teaching. But what we are trying to say in the report is that the changes in education are less methodological and curricular than philosophical and emotional. We make reference in our report to a philosophical statement by the late Ronald Edmonds to the effect that all children are capable of learning if their teachers believe that they are capable. Teachers must believe philosophically that all children are capable of learning whether they live in the harlems or in the upper middle-class areas of the nation. A part of making a child feel comfortable in the classroom, a part of making the child feel comfortable in the social order is to give that child cultural comfort, cultural strength. This does not require major expenditures nor curricular adjustments, but it certainly does require a major shift in philosophy.

About six years ago when one of the former chancellors of the New York Public Schools was asked why the dropout rate was so high—it was at that time about what it is now, about 42.5%—the chancellor responded, "Because we practice triage." Well, that statement caused him some difficulty with teaching staffs and the teachers' union, but I think that was a very clear statement of the problem.

As you know, triage is an old battlefield practice in which wounded soldiers were brought to the medical facility and a quick decision was made about who should receive treatment first. The decision typically was based on who seemed most likely to live. Well, triage in education refers to the process by which some educators decide which children are likely to learn, and they are the children who get the attention. The rest of the children are allowed to fall by the wayside. They become the dropout statistics. In our schools frequently the decision about who is most likely to learn, who is likely to be most receptive to learning is based on who is most like the teacher, the teacher's culture, the teacher's perception of how a person should be. In that equation, non-White children suffer terribly. So what we are saying is that the teacher's will and perception, the teacher's will to teach and perception that all children can learn is really the critical issue.

G.H.: **Related to the process of teaching and learning, what would you say to individuals who make the observation that African Americans have been in this country long enough to do better as a group on standardized tests?**

D. Smith: There are signs that African Americans as a group are doing better on the standardized tests. There are gains in SAT scores by African Americans, and there are gains in the reading scores of ninth graders. But these gains are still, in my opinion, not representative of the intellectual capacity of African American children. And what is preventing greater facility with the language, what is preventing greater gains in reading goes right back to the earlier statement: Many people who attempt to teach African American children don't expect them to learn. Don't teach and the self-fulfilling prophecy is fulfilled. When our children start to receive a quality instruction which is based on a fundamental belief in their worthiness and capacity to learn, they will score much higher on standardized tests.

"Many people who attempt to teach African American children don't expect them to learn."

G.H.: **What about poverty? Does it continue to be a problem in the education of African American children?**

D. Smith: It certainly does. It continues to be a problem in any number of respects, not the least of which is nutrition. Children who don't have proper diet don't have the energy, the staying power, that children who have proper diet do. Children who are in a single-parent household with many children often are called upon to be out of school to be babysitters for other children. There are just a number of circumstances that poverty brings about. The physical health of children who live in poverty is impaired. There are a number of factors that impinge on the economic circumstances, and the economic circumstances impinge on the learning capacity.

G.H.: **What role should local citizens play in the educational process?**

D. Smith: There are probably a number of roles for a local citizen. One is to demand equity in resources from both state and federal governments. Another role, as I have suggested earlier in this interview, is to be nurturers for children who are not being nurtured in the home or in the school. Local citizens can help to promote academic and cultural excellence in the churches and various social settings. They can serve as mentors for children. So there are many roles that citizens can play, but again they must have the will to do so. No one can nurture our children who believes that those children should be treated just like anyone else and that the curricula for them should be the same curricula used in most of our schools; a curriculum which is very much exclusionary and in many instances racist.

G.H.: **You have made your point well. Most historically Black colleges are bordering on extinction. Have these institutions outlived their usefulness?**

D. Smith: By no means. In spite of the fact that most Black students are now attending primarily White institutions or those that have been historically White and now are newer Black institutions, it is the historically Black colleges that are still graduating the largest number of Black students. Alexander Astin did a very interesting study several years ago in which he was trying to ascertain what the difference is in the dropout rate in historically Black institutions for Black students and the dropout rate in the predominantly White institutions for Black students. His

conclusion, with which I heartily concur, is that the lower incidence of attrition in the historically Black institution is based on the kind of climate the student encounters. Black campuses provide a kind of cultural acceptance, nurturing, and respect for the Black student.

I did a study some four years ago on the problems Black students face on historically White campuses. And it was my finding that the major reason Black students drop out from White colleges is not, as many people would think, because of academic deficiencies nor is it because of great financial need, though there is considerable financial need. The primary reason for dropping out by Black students is the hostility they face on the predominantly White campus. I do not envision any time soon, certainly not in my lifetime, that this hostility is going to abate. Black students are treated as second class citizens on most White college campuses. Some of the hostility is overt hostility, taking the form of direct physical attacks or the painting of "nigger" on dormitory walls or the shouting of epithets. Some of the hostility is covert, a hostility of omission when Black students do not see themselves in the curriculum, when Black students have no Black faculty and administrators with whom to relate, when Black students listen to lectures that do not acknowledge their existence. Black students are subjected to both overt and covert hostility in large measure on predominantly White campuses. So the historically Black college has produced most of the Black leaders, including most of the Black college graduates. For Black students the Black college is a haven—a refuge—in a very hostile and predatory academic and cultural society. Its continued existence is imperative.

G.H.: **Related to the issue of acceptance in predominantly White institutions, perhaps a minor exception would be the Black athletes. Almost all Americans acknowledge and recognize the excellence achieved by African American athletes. Why do so few athletes graduate from the predominantly White institutions?**

D. Smith: Well, first, I am not certain that Black athletes' excellence as human beings is recognized and acknowledged. I think their excellence as athletes is acknowledged, and I think therein lies the problem. Black athletes by and large are exploited. They are there to play on the football field or basketball court or to run around the track. Black athletes bring in revenue for the colleges. The greater the athlete, the more powerful the athletic team, and the greater the revenue that the athletes bring in.

We point out in our report that we think John Thompson at Georgetown is an exceptional person in the way he treats his athletes, in the respect that he accords them, and in the aspirations that he has for them that they will graduate. And most of them do, but we think Thompson's attitude is rare. Typically, the Black athlete is exploited. The Black athlete is allowed to take subacademic courses that are not challenging. Papers are written for the athlete in many instances, and there is no expectation that the person will graduate. Instead, the expectation is that the person will bring athletic glory to the university. It is another form of slavery, and I think exposure of this situation is long overdue.

G.H.: **I ran around the track for an institution, so as an ex-slave, I certainly can appreciate that comment. Now, my final question. Some of my colleagues say that we don't**

need more studies of Black people, what we need is more action. Why does the National Alliance of Black School Educators call for more research?

D. Smith: We call for more research primarily for the benefit of those who have been so westernized—including even some of our own people—that their belief system is conditioned by data, and if data is not provided, it is difficult to persuade them to take a course of action. That is one of the reasons. I think another reason for research is to reinforce and validate the feelings we have that this is the right direction. Our recommendations will not be based on intuition alone, although I think many of us have excellent intuition about the needs of our people, but we will have a kind of database validation. However, we do not say that we should wait for those additional studies to take place before we begin to change our approach in the education of our children. I would not want that impression to be created.

G.H.: **Dr. Smith your answers to my questions have provided much for our readers to think about. Is there anything you would like to add to what you have already said?**

D. Smith: Yes, I would like to explain why we named the task force that did the study for *Saving the African American Child* the Task Force on Black Academic and Cultural Excellence. We believe academic and cultural excellence are companion necessities. We want for our children high academic standards, and we believe that our children can reach high academic standards. But to be able to read well and to be able to write well is a kind of empty victory for academic achievement if one does not have positive feelings about one's self and the culture from which one comes. We believe that both are important. So our entire thesis throughout *Saving the African American Child* is the companion necessity for academic excellence and cultural excellence to go hand in hand.

G.H.: **I certainly think that that's an excellent reason for naming the committee as you have. If as a result of reading this report, our educators are able to produce more Donald Smiths, we will be well on the way to achieving the goals that you have set forth.**

A Nation at Risk: An Interview on American Education

by Carole Hall Hardeman

Editor's Note: The following is an interview with Dr. Emeral A. Crosby, a member of the National Commission on Excellence in Education, which wrote the report *A Nation at Risk: The Imperative for Educational Reform.*

CH: **The report, *A Nation at Risk*, has received what seems to be unprecedented national attention. How do you feel about this response?**

E. Crosby: Personally as a committee member, I am extremely pleased, and other commission members whom I have talked to are overwhelmed at the response. When the report was released on April 26, I had no idea it would receive this type of attention. The professional community seems to have been waiting for such a report. In fact, most of us are extremely busy responding to requests from organizations throughout the country—especially those of professional educators—to come to their meetings to provide insight on the report.

C.H.: **Last night I heard you speak in Ann Arbor which is close to your home, Detroit. Have you been invited to talk about the report outside of the state of Michigan?**

E. Crosby: Yes. In addition to this NABSE leadership academy and an engagement at Michigan State University, I have participated in programs as a panelist, moderator, or discussant in Hopkins, Minnesota; Salt Lake City, Utah; Wichita, Kansas; and Portland, Maine. There are educational forums being conducted throughout the country by the U.S. Department of Education, and by February 1984, it seems that every state in the nation will have participated in an educational forum on this report.

C.H.: **Do you feel that the interest in the report is relevant?**

E. Crosby: While we are extremely pleased with the interest, some of the national issues and discussions which have been brought forth are not part of the report but, perhaps, are a by-product of the report. That's a little disturbing. For example, one of the chief concerns is merit pay. President Reagan has chosen to make an issue of merit pay in relationship to our report. Actually, merit pay for teachers was not one of the recommendations of *A Nation at Risk*. In fact, the commission did not discuss merit pay, and there is no consensus as to whether or not it is really a viable alternative at this time.

We hope that teaching will become a profession and not remain a "blue collar" job, in terms of everyone's operating at one level. We want to see ladders or steps established in the career of teaching, much like those in higher education. This would enable a person to aspire to several steps as a teacher, eliminating the need to move into administration or supervision or leave the profession entirely in order to make more money.

C.H.: **Some critics have viewed the report as being too critical of the history of American education. What is your response?**

Dr. Emeral A. Crosby

E. Crosby: That's not true. We praise American education. We think that it is one of our greatest social achievements, and in the past American education has been highly successful. It's an instance of someone's reading something into the report which simply is not there. Our indictment was that adjustments must be made to adapt to a changing society. In the recent past, we have been focusing on access and equity. We must continue to address these issues, but we must place more emphasis on excellence. The commission does not accept the premise that in order to have excellence, we must sacrifice equity or conversely that in order to maintain equity, we must eliminate excellence. What the commission is saying, at this point, is that we cannot maintain the status quo in education and expect our students to be prepared adequately to move into the twenty-first century.

C.H.: **I heard you say that if the report had fully reflected all of the material gathered by the commission, it would have contained 350 or 400 pages. Yet the published report is 36 pages in length. What happened to the other 300-plus pages?**

E. Crosby: Part of our strategy was to keep the report small enough the media would be able to digest it and the public would not be burdened and "turned off" by huge volumes. We tried to address those issues which we felt were most important in order to gain the attention of the public as well as their acceptance of the report. I believe that our strategy has proved to be highly successful. However, those other 364 pages are critical and important. They are yet to be written—but not by the 18-member commission. That is where the communities and professional organizations of educators will have to take over. Those pages will be different, depending on the different situations, environments, goals, and objectives of the various communities and school systems. A national debate is a part of those 364 pages. We are hopeful that local school boards, administrators, school superintendents and their administrative staffs, and other persons involved in the decision-making process will get involved in dialogues, discussions, and conferences to determine how strategies can best be developed in order for us to progress effectively in the twenty-first century.

C.H.: **It appears that your strategy worked. This report seems to be the hottest educational issue to capture the attention of the American public in several decades. Why has this report had such an impact not only on the national level but also on the local level?**

E. Crosby: One of the unique aspects about this country and our educational system which gives us such a high status is that to a large degree we are decentralized. We have many school boards, boards of regents, and other administrative bodies and administrators that become involved in discussion and implement programs without having to wait on a national office,

minister, or czar of education. Decentralization also entitles us to have a revolution every day—a bloodless revolution in terms of altering our educational system. Excellence exercised or practiced in any community in this country can be borrowed, transported, or implemented in other communities. The decentralization of our educational system will enable those other 364 pages to be written by communities and educational organizations.

C. H.: **In the report *A Nation at Risk*, there is a comparison of education today with education three or four decades ago. Is that fair?**

E. Crosby: That's a good question. I don't think it's a fair comparison because in many instances it's misleading to the public, especially to people who are not directly involved in professional educators' organizations. Three or more decades ago, our society was far less diversified, and a youngster in the educational system did not have to be familiar with so many different subject areas. We educated fewer people and did not require as much education from people as we do today. In the past, certain jobs and occupations did not demand such a high level of education, and training and skills could be applicable for a long period of time. Now, with the explosion of knowledge and high technology requirements, a youngster may be expected to change careers several times in a lifetime, within one career to change jobs 10 or 15 times, and within one job to change positions five or six times. Since a person may have to change or upgrade his or her skills constantly, we must ensure that youngsters now in our educational system know how to learn and to make adjustments in a world where change is swift.

C.H.: **Do you think that this administration has dealt with the problem of education fairly?**

E. Crosby: No, I do not. I cannot remember in the last three decades an administration that was in favor of education. The great changes in our democracy have primarily been changes in the cities, and for the most part, we have not had an administration that has looked upon the cities favorably. As we have become involved recently in the great immigration from Southeast Asia and Latin America, many of these youngsters have come into this country. Because of government policy, the immigrants moved into urban districts bringing with them additional responsibilities—and thus handicaps—to the local districts in which they live. However, the local districts, which are not responsible for the problems, are given no government assistance.

C.H.: **What type of problems have resulted from this immigration?**

E. Crosby: When large numbers of Hispanics and Southeast Asians moved into the urban districts already populated by large numbers of minorities who migrated from other areas of the United States, impact aid was not given to the local communities. Yet impact aid was designed to help with some of the problems that result when large numbers of persons—for example, military personnel—converge upon a school district. In *A Nation at Risk*, we are saying that all of these immigrant children are a part of our national resource, and we cannot afford to write them out. If we do, as a nation, we will suffer. Our nation needs these people as a part of our economic development and also for the

stability of our society. Paradoxically, the national administration has provided services which helped both the affluent and industries to move out of the cities, placing another kind of burden on the cities.

CH.: **In your address at the NABSE leadership academy, you made the statement, "Education is the number-one export that we have in this country, and our educational system is considered to be the greatest social achievement of humankind." You then said, "But this country is dismantling this system, mostly because of the kinds of students who are moving into it." The question then relates to your response to my last question concerning immigration problems. Many citizens, including parents and educators, find themselves discouraged about being in inner-city schools that seem to be a low priority for everyone else. What advice would you have for principals, school boards, or minority parents who don't want to see their kids left out? Also, how can we stop the dismantling of the school system?**

E. Crosby: Now is the time to make our voices heard by our state and national legislators. Because of the commission's report, education has suddenly become the number-one priority with the general public. It's up to all of us to make sure that education remains a top priority with the people who make the decisions. I think, for once, that we are trying to make our country realize that we can't dismantle the system for the minority without dismantling it for the majority. Blacks and Hispanics need to unite instead of fighting with each other. The problems of racial minorities are basically the same, and there is more to be gained by a united front. I also advise parents to begin attending local school board meetings and especially committee meetings—that is where the decisions are made. We must continue pushing for Head Start and other preschool programs which are most needed for the current population of our schools. Many minority youngsters have not been privileged to have an upper-class or middle-class environment during their early developmental years. These programs bridge the gap.

Another area of education which should be of concern to citizens is textbooks. Textbooks must be challenging because they play a very important role in terms of the way youngsters learn and their level of achievement in subject areas such as reading, writing, and math.

C.H.: ***Centerboard* has a large readership from the higher education community. In fact, there are more higher education professionals than public school personnel who read this journal. What can professors in this country do immediately to respond to *A Nation at Risk*?**

E. Crosby: We [the commission] talked to people in business, industry, and other career fields, and their complaints about college graduates were the same that college staffs have about high

school graduates—expectations and demands on students in school are too lax. Many of the people we talked to doubted that the college experience even added value to students as prospective employees. In discussing the need for setting higher entrance requirements at colleges, we found that some schools already have increased theirs. The problem, it seems, develops after students are admitted when nothing else is done to move them to a higher level.

College professors need to set standards in their own classrooms and enhance students' value to future employers by placing a high priority on skills development. Professors should be prepared to teach writing, speaking, analytical, and diagnostic skills; require written assignments, not multiple-choice assignments; and place less emphasis on "how to do" and more on "what to do." Students are also in the classroom to gain knowledge of the subject content. Instead, they often learn only "how to do it." Then, when they move from the classroom into society, they may not have enough subject matter expertise to perform their work.

College professors also need to be familiar with what is taking place in the secondary schools. Much criticism was directed at college teachers who instruct future teachers yet have never been involved in the teaching process themselves outside of the subject matter and level they currently teach. Higher education needs the same kind of scrutiny that was placed on secondary education. However, the commission did not have time to evaluate higher education.

C.H.: **You know, in many parts of the country, there are more minorities in college and university staff positions than in faculty positions. In many instances, the academic unit does not utilize the resources of the minority staff members in the classroom because they are considered nonacademic, although they may have rich backgrounds from public school teaching. What are the implications of this practice for minority students?**

E. Crosby: This seems to be one of our national problems on both the secondary and college levels. We have teachers who are working with minority youngsters, and no one in the building speaks the language of the kids. Now, when I say language, that doesn't mean exclusively foreign language. It also means having a teacher who understands the minority culture and speaks the *language* of Blacks and other English-speaking minority groups. I think our colleges need to look at this problem. Rather than just have minorities on the staff, they need to have diversity within the instructional program that is representative of our nation. We need minority group members as teachers in our college and secondary school classrooms serving as role models in addition to understanding the minority students' *language*.

C.H.: **In the first part of this interview, you stated that equity does not need to be sacrificed in order to obtain excellence in education. Do you think, though, that steps should be taken to ensure equity remains a high priority in education while the nation is striving for excellence in its public schools?**

E. Crosby: Yes. We need to look at education in this country, all across the board, and make sure that *both* excellence and equity are still part of the agenda. We must protect access to equity from being blamed for our failure to achieve excellence in education.

Some groups with whom I've spoken since the commission's report was published think part of our problem is that we are trying to educate too many people, and the result is that standards are going down. This thinking is a common means of copping out. The effect is to deny a number of people some educational opportunities.

C.H.: **I have been at several Native American seminars recently talking with Native American educators and parents. I find that the problems of minorities, regardless of ethnicity or race, are basically the same—access, equity, and excellence. What can NABSE and other minority group organizations do to protect equity in education?**

E. Crosby: The urban areas are suffering now. They have had a great change in minority populations and "minority" is now the "majority." I think that we will have to bring to the forefront the actions that have kept the local level from providing equal opportunity to many minority youngsters, for example, the lack of impact aid to urban school districts that experience a sudden and large influx of immigrant minority groups. However, financial resources have been constantly dwindling because of inflation—although frequently more money is being spent.

NABSE needs to look at creating networks and alliances with Hispanics and other minorities. I spoke yesterday to a group of migrant educators on the other side of the state [Michigan] and recently to a national Latin American conference. When we sat down and started talking at these meetings, we came to the same conclusion you have: Blacks, Hispanics, and other minority groups basically share the same problems, and NABSE should take leadership in bringing these groups together.

C.H.: **Dr. Crosby, thank you for sharing with our readers your deep concern about the current problems of education. You have provided us with insights into some cultural and racial group problems, as well as some problems of the cities, and increased our understanding of the significance of the great service which the National Commission on Excellence in Education has performed for this nation.**

THE QUEST FOR EXCELLENCE/PUPIL SELF-ESTEEM

Dr. Carole Hall Hardeman, Chair
Commission on Policy Development in Public Education

NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS

June 19, 1985

A Paper Commissioned by the U.S. Department of Education, Division of Research and Statistics; under auspices of the National Center for Educational Statistics
(This paper may not be copied without permission of NCES)

A B S T R A C T

This paper examines concerns about the educational process in relationship to policy issues and administrative needs and measurement of our Nation's education systems.

This paper identifies specific data elements that can provide necessary information in support of present and future government, business, and academic decisionmaking, and that can help inform the American public.

Specific issues addressed in this paper include the following:

- Opening statement of self-worth and its importance in the search for excellence
- A discussion centered around the problem of how self esteem can be developed in the classroom
- Areas for new data bases which include:
  Desirable qualities of teachers and their impact on student achievement;

  Which of these qualities are essential for measurable academic achievement;

  Teacher qualities essential for the development and enhancement of pupil self-esteem and pupil creativity;

  Methods of evaluation for non-traditional teaching methods;

  Weighing out affective attributes of teachers;

  Improving "state of the art" by correlating effective student outcomes with well-defined successful teacher behaviors and competencies.
- Description of "Teachers I Have Known"
- Teacher ability to define classroom objectives and to facilitate excitement/motivation in the classroom

THE QUEST FOR EXCELLENCE/PUPIL SELF-ESTEEM

Introduction

Probably the most important reason for striving for excellence is because it creates opportunity. ....It goes without saying, that it is the students who have achieved excellence who will have the best opportunities for challenging work, top pay, and access to graduate school.....Another reason to strive for excellence is because it is basic to your self esteem.....We all have a considerable investment in our education and we spend one third of our working lives on the job. WE HAVE A NEED FOR SELF-WORTH AND THAT COMES FROM DOING A JOB AS BEST WE CAN.

R. B. Powell

The above quote(s), taken from an address at the annual conference of the Mexican-American Engineering Society (MAES) can and do apply to students or teachers of any race, and to all age groups. Powell stresses the idea that although we are usually rewarded for excellence in schools or on the job, there is also a feeling of self-satisfaction that comes from doing a job well. This sense of pride cannot be taken away and it cannot be diminished by the fact that there may be no specific monetary reward attached to a given assignment. "Self-esteem", he continues, "is important, and fortunately, it is a by-product in the search for excellence".

For the past six years, while developing a science curriculum program which emphasizes successful scientist role models who have overcome numerous obstacles, I have been extremely impressed by the healthy self-esteem of over one hundred of the SOUNDS OF SCIENCE role models.

Since these materials are designed primarily for use in the upper elementary and middle school grades, great efforts have been made to relate to pre-adolescents the lifestyles, likes and dislikes, hobbies, favorite school subjects, personality traits, and other useful data about these scientist role models when they were pre-adolescents. The majority of these role models did not have extremely high self-esteem as youngsters. Some of their self-described traits as youngsters are loneliness, self-appraisals of being physically unattractive, experiencing aversion to certain academic subjects, having little knowledge of what they would become as adults, etc. The great majority of these persons, however, can still remember a significant adult who encouraged them to be the best of whatever they pursued, and at least fifty percent of these scientists were encouraged to study mathematics and science in high school. Few respondents can remember being encouraged by their junior high or high school teachers to pursue careers in science. Noting

the difficulties of generalizing and thus diminishing the results of two years of gathering data on over 350 successful scientists, the following characteristics are reported only because they accurately describe 90% of the scientists: They loved pets and spent a great deal of time with their individual pets; they had specific tasks to perform around the house or had after-school jobs for which they received earnings; and most significantly, they belonged to several extra-curricular clubs, sports organizations, music organizations, (band, choir,) and they were always busy.

> *A final reason why striving for excellence is so important to minority engineers is because it serves as an example to fellow students, co-workers, and to the community, which others can follow. This is especially important to various Minority groups where there is a shortage of role models in many fields, including science and engineering. And by having more role models who are striving for excellence in school or on the job, the young students will also respond and follow that lead because they will know that striving for excellence is desirable and achievable.*

The question to be addressed in this paper is centered around the problem of how self-esteem can be enhanced in the classroom. The aforementioned scientists did not have high self-esteem as youngsters, according to their own individual assessments. How did they achieve the high level of success which they now enjoy and at what point did self-esteem develop or evolve, and more importantly, what set of conditions must be present in the classroom to facilitate or bring about a student's sense of great self-worth?

I have chosen to not dwell on the all important areas of cultural pluralism, SES of pupils, parental involvement with student learning, etc., because the data on these topics has been more than adequately documented. Instead I have chosen to limit this discussion to the qualities of teachers and the quality of the day-by-day experiences in the classroom. There have been numerous papers written and countless workshops and seminars and or conferences devoted to the causes of student failures, and all too often, the blame has been placed on the lack of student readiness to learn, to parental apathy, cultural and economic plights, etc. It seems to me that only in education do we place so much emphasis on what happened yesterday, last year, and other historical events as we absolve our own inability to solve the problem of what we, the professional educators can do to help millions of students to achieve academic success. Does the mechanic ask the owner of the automobile how it happened that the brake lining wore thin? When approached to change a flat tire, does the service station attendant ask "Where were you when you ran over this nail?" Is there one set of instructions for changing the oil if the car owner has just returned from a 5,000 mile trip as opposed to the negligent driver who drove the car around town for a year and forgot to have the oil changed? If a car window is broken by a burglar, is there a different method of installing a new window than if the car were involved in a collision? Does the dentist use a different method to remove a tooth if the patient broke the tooth in a fight, as opposed to breaking the tooth while accidently biting down on an unknown object?

Admittedly, my analogies may raise an eyebrow or two, but so be it. I submit that the acknowledgment of cause of breakdown may indeed impact on the method of repair, but the quality of the finished product remains unaffected. The point is that teachers, educators, administrators,..our education profession in its totality; must cease and desist the practice of concentrating on the various causes for our pupils' failure to achieve and move to affectuate quality classroom experiences which will insure student excitement, inquisitiveness, and a genuine desire for knowledge. Instead of shaking our heads in disgust and occasionally with contempt for those students who have difficulty making their way through the educational maze, we must set into motion a set of conditions which will result in a well-ordered, self-disciplined, orderly school environment without which learning cannot take place.

In many disciplines, research reports are based on experimental data. The mere nature of education of youngsters dictates that our research will be empirical in nature, and most of educational theory is therefore

based on this type research. Empirical data is most useful when we set out to study entities designed to improve our own impact on society, for future generations:

- What are those qualities of teachers which are positive and desirable in an effective school?
- What are those qualities, though positive and desirable, which have little or no impact on student achievement?
- How many of these qualities or variables carry heavy weight in the hiring process? In the evaluation process?
- Which teacher qualities(prioritized) are essential for measurable academic achievement of students?
- Which teacher qualities are essential for the development of high pupil self-esteem, for the enhancement of pupil creativity, and can these teacher qualities be measured by traditional methods?
- What methods can be utilized to evaluate essential qualities which cannot be measured by traditional methods?
- How much weight should be attached to the following teacher qualities?

  Great personality
  Warmth, caring attitude
  Attractive physically
  Ability to "get along" with other faculty and administration

- Are there consistent specifically identifiable characteristics unique to the students of certain sucessful teachers in a given school? Can these characteristics be isolated and correlated with the learning environment and process(es) from which these students benefitted?

  Could such information be beneficial to the "state of the art"?

TEACHERS I HAVE KNOWN

I have known some very unpopular teachers; scorned by their colleagues, and highly respected by their students. These teachers were known to accent nothing but the very best from all of their pupils. They had no patience with student mediocrity and they spent no time with borderline students. They pushed the "real scholars" almost beyond their limits. They challenged their bright students,..excited them,..leaving the "dummies" by the wayside. IS there a place for teachers such as this in the American educational system?

I have known sympathetic teachers who could get unbelievable results from "slow pupils",--make them feel terrific, smart, useful, indefatigable in their quest for more knowledge, for the perfect score! These teachers were criticized often by the "smart high IQ students" who became impatient with the repetition, the praise (who needs it?), the compassion. Is there a place for teachers such as this in the American educational system?

I've known teachers who couldn't get to school in time to "check-in" by 8:00 AM but who managed to always be in place by 8:15 for their First Hour Class which began at 8:30 AM. They usually stayed in their classrooms long after the 3:30 PM "sign-out"; maybe until very late in the evening. They were "night people" who blossomed late in the day. They stayed until they were satisfied with the results which they diligently sought. Since time was not that important to them..they considered it not at all unusual to work after school, or on weekends with a student who needed the extra time, or an instrumental or vocal ensemble who needed extra rehearsals to ensure that the performance met the highest standard. These teachers were motivated by one entity; excellence! Further handicapped by their inability to get required reports turned in on time, these teachers' inability or unwillingness to submit timely reports placed undue inconvenience and aggravated baggage on the principal or on the principal's secretary. These unorthodox teachers almost always caused the school showcase to become overburdened by the countless Superior trophies garnered by their students in Debate, Gymnastics, Athletics, Science Fairs, Academic Olympics, Vocal and Instrumental Contests, etc. But, their report cards were never turned in on time, they were late for faculty meetings, and sometimes they even had the unmitigated gall to MISS IMPORTANT FACULTY MEETINGS! (Coaches work is important, but the line must be drawn somewhere!) Is there a place for teachers like this in the American educational system?

Bloom contends that teachers are seldom hired for those qualities which are essential to effective pupil achievement. I contend that too little information has been documented on the subject of teacher qualities which are measurable and/or widely accepted from school system to school system.

TEACHER/LEARNER OBJECTIVES DEFINED

The final area of this paper addresses a concern which I feel is perhaps discussed in Teacher Education 101, but which is seldom utilized by 99% of today's teachers. How many teachers ask themselves the question: What do my students know at the end of this 55 minute class period that they did not know at the beginning of the hour? What is the objective of this lesson today? What are the entry level cognitive skills needed by my pupils in order to understand today's lesson?

How many teachers actually set aside the last portion of each class period to review the last 45 minutes? How many teachers tell the students what the next class period will involve? Can the students relate each lesson with a part of their own world?

In conclusion, I return to the original question regarding the enhancement of self-esteem: What set of conditions must be present in the classroom to facilitate or bring about a student's sense of great self-worth"?

Does the achieving of excellence and the knowledge that one has successfully completed an assignment increase self-worth? Does success breed success again and again? Do teacher qualities need to be redefined and must teachers become a part of the process? Do role models enhance a student's desire to strive for excellence because they observe that excellence is achievable?

Is there need for diversity within the teaching ranks in a given school? Should teachers b matched with the type pupils who seem to thrive under their tutelage? Are the "personality types" rewarded for getting along with their colleagues and conversely, are the introverted teachers' effectiveness in the classroom often unrewarded? Are teachers evaluated by persons who are guided by a set of criteria that is just and fair and more importantly, is the evaluation process designed to enhance the educational environment?

Of course, it's easy to answer these questions, but is it easy to set up a system by which they can be effectively measured, reported, and disseminated to the classroom teacher and the administrator in those remote communities who do not encourage attendance at conferences where such data is reported? Is it now known the percentage of educators who take advantage of educational statistics and reports such as those published by NCES?

I intentionally avoided a long dissertation on the issues of science and mathematics education and the serious lack of knowledge of the usefulness of these academic areas to the present and future lives of today's students. It seemed self-serving; as I am a publisher of math and science curriculum materials. However; I have taken the liberty to include as an appendix, some new information recently distributed by Howard Adams, of GEM. (See reference page for additional information of Dr. Adams). It seemed vital to share this information as part of this report. Adams' complete report further enhances the material included in my introduction about the relationship between role models, academic success, and career aspirations particularly as this issue relates to minority students. Problems faced in graduate and undergraduate school must be addressed in elementary and secondary school.

The attempt has been made to raise questions for this commendable study undertaken by the National Center for Education Statistics. The following suggestions are made in response to QUESTIONS TO BE ADDRESSED from Attachment A:

1. In answer to question #1, please refer to page 5 of Attachment B

Public School Survey:

Summary level

Periodicity

Data set (1984-85

ADD:

Characteristics principals seek in hiring new teachers

Characteristics principals seek in evaluation of teachers

Characteristics teachers believe are important in hiring/evaluating of teachers

Characteristics needed for competent effective teachers as described by parents, community, students

What has been done to upgrade Teacher Staff Development since 1980(as perceived by teachers?

2. In answer to question #2, please refer to page (un-numbered 9)
CURRENT ELEMENTARY/SECONDARY EDUCATION DATA ACQUISITIONS

Under Fall Membership
Public by:
Private by:

Percent minority

The suggestion is made to specify races. Black children are quite different from Asian Americans. Asian Americans should be delineated by number of years in USA. Asian Americans who have been in America for ten years have had a totally different experience from those newly arrived Asians.

Many economically low Asian-Americans surpass Black Americans academically. Their lifestyles and American experiences should be chronicled for the BENEFIT of many Blacks who could perhaps appreciate "How do they do it?"

Hispanics and American Indians are also different from Blacks and Asians. The point: SPECIFY RACE.

NOTES

SOUNDS OF SCIENCE is a science curriculum program developed by Carole Hardeman et. al. This program is becoming widely used in several American school systems. It is unique in that it features on audio-cassette the lifestyles, childhood experiences, and career information of successful scientists of all races, persons with physical challenges, and over fifty percent of the role models are women. Although career based, this program engages students in excellent science laboratory activities which were developed by Otis Lawrence, Ph.D., Ray Broekel, Lh.D., and Richard Baim. Developed at the University of Oklahoma, the program is now under copyright to ADROIT Publishing, Inc.

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APPENDIX

ADAMS, HOWARD G., Engineering Education for Minority Students: A Status Report. (Dr. Adams is Executive Director of National Consortium for Graduate Degrees for Minorities in Engineering, Inc. (GEM)

Excerpts from his report are included as an appendix to this paper as informational data which might be useful. Additionally, it lends additional weight to some parts of the introduction to this paper.

ENGINEERING EDUCATION FOR MINORITY STUDENTS

A STATUS REPORT

by Howard G. Adams

May, 1985

Note: Dr. Adams graciously consented to present his research findings to The Commission on Policy Development at the NABSE Summer Conference in Chicago, 1985. He is Executive Director of GEM and is responsible for hundreds of Black students being educated in graduate engineering programs throughout America.

NABSE is grateful to Dr. Adams for allowing us to publish his paper.

National Consortium for Graduate Degrees for Minorities in Engineering, Inc. (GEM)

This report was prepared for the Board of Directors of the National Consortium for Graduate Degrees for Minorities in Engineering, Inc. (GEM) for the consideration of current and future activities in the Minority Engineering Effort. All opinions, findings, recommendations and conclusions expressed herein are those of Howard G. Adams and do not necessarily reflect the views of the GEM Program.

ENGINEERING EDUCATION FOR MINORITY STUDENTS: A STATUS REPORT

ABSTRACT

This report presents an analytical review of selected statistical data[1] on the status of the college level (undergraduate and graduate) "Minority Engineering Effort." Specifically, the report will: (1) review national enrollment trends, number of graduates, and progress toward parity, (2) assess problems that affect minority participation in engineering, and (3) offer suggestions on the steps needed to ensure that "the effort" maintain its thrust so that future generations of minority students have access to engineering education.

NOTE:

Throughout the report, the term minority is used to denote those minority groups--American Indian, Black, and Hispanic (Mexican American and Puerto Rican) who are underrepresented in engineering. Parity is used to measure the degree to which minority representation in engineering compares to representation in the general population based on census data.

INTRODUCTION

In the early 1970's, a broadly-based national effort was begun to address the problem of underrepresentation of minority students in engineering. The main impetus for highlighting the need to address this issue was a Symposium in 1973 sponsored by the National Academy of Engineering which found that although minority persons comprised 15.8 percent of the U.S. population (based on 1970 Census

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[1] Data for the report were taken from the Annual Reports of the Engineering Manpower Commission, Engineer's Joint Council.

data--Table I), they constituted less than 3 percent of the 1.2 million engineers in the work force. Further, the Symposium found that there were few programs within engineering education designed to provide the educational/vocational training needed by minority students to gain access to the corporate world.

TABLE I

POPULATION OF THE UNITED STATES BY ETHNIC CATEGORY
1970 AND 1980

ETHNICITY	1970 CENSUS		1980 CENSUS	
	NO.	%	NO.	%
Non Minorities	170,186,701	84.2	184,383,268	81.4
Minorities	32,025,225	15.8	42,121,557	18.6
Am. Indian	827,268	0.4	1,418,195	0.6
Black	22,125,355	10.9	26,097,479	11.5
Hispanic	9,072,602	4.5	14,605,883	6.5
Total	203,211,926	100.0	226,504,825	100.0

Source: U.S. Department of Commerce, Bureau of the Census.

Recognizing that engineering is a key profession and is frequently the "gate keeper" for entry into management positions, the Symposium resulted in the National Research Council forming a standing committee in 1974 to address the problems minority students encounter in attempting to pursue engineering education in the United States.

Named The Committee on Minorities in Engineering (CME), the group was charged with coordinating efforts to increase minority participation in engineering by:

* Defining the needs, identifying resources, and recommending activities that seek to stimulate and develop program activities;
* developing models of successful approaches;
* advising and encouraging interaction among concerned groups;
* serving as a resource center or forum; and,
* communicating and disseminating data, information and studies.[2]

Since the formation of CME, many other groups, organizations, institutions, agencies and persons have been engaged in what has become known as the "Minority Engineering Effort." What follows is an assessment of the success of "The Effort" to make engineering education accessible to minority students.

DATA ANALYSIS

Trends In Full-Time First Year Engineering Enrollment by Ethnicity, 1973-1983

When the Minority Engineering Effort began in 1973, there were only 2,987 minorities among 51,920 first year students enrolled in engineering, or 5.8 percent. Of these, 4.1 percent were Black; 1.5 percent were Hispanic; and 0.1 percent were American Indian (Table II).

By 1983, first year enrollment had increased to 109,638 for all students, with minority students comprising 11,478 or 10.5 percent of the total. For 1983, the percentage distribution had changed so that Blacks comprised 5.9 percent; Hispanic 4.3 percent; and American Indians 0.3 percent.

During the period 1973 to 1983, while first year enrollment for all students was doubling, it quadrupled for minority students. In absolute numbers, the gains were 8,491 students; in percentages, the gains were 4.7 percentage points.

On percentage basis, Hispanics and American Indians increased their representation at a faster rate than did Blacks.

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[2]The Committee on Minorities in Engineering "Scope and Activities" National Research Council, Washington, 1974.

TABLE II

FULL-TIME FRESHMAN ENROLLMENT IN ENGINEERING BY ETHNICITY, 1973-1983

YEAR	TOTAL	TOTAL MINORITIES		BLACK		HISPANIC		INDIAN	
		NO.	%	No.	%	No.	%	No.	%
1973	51,920	2,987	5.8	2,130	4.1	790	1.5	67	.1
1974	63,440	4,018	6.3	2,848	4.5	1,068	1.7	102	.2
1975	75,343	5,344	7.1	3,840	5.1	1,384	1.8	120	.2
1976	82,250	6,315	7.7	4,372	5.3	1,766	2.2	177	.2
1977	88,780	7,133	8.0	4,728	5.3	2,161	2.4	244	.3
1978	95,805	8,792	8.7	5,493	5.7	2,662	2.8	225	.2
1979	103,724	9,792	9.4	6,339	6.1	3,136	3.0	317	.3
1980	110,149	10,399	9.4	6,661	6.1	3,373	3.8	365	.3
1981	115,280	11,116	9.6	7,015	6.1	3,689	4.1	412	.4
1982	115,303	10,721	9.3	6,715	5.8	3,633	3.2	371	.3
1983	109,638	11,478	0.5	6,342	5.9	4,760	4.3	376	.3

Source: Annual Reports, Engineering Manpwer Commission.

PARITY: Although the proportion of first year minority students entering engineering has risen significantly since 1973, the gains have done little to bring about parity within engineering education. When "The Effort" began, underrepresented minorities comprised 16.0 percent of the population and 5.8 percent of first year engineering enrollment (a difference of 10.2 percentage points). U.S. Census data for 1983 shows that the minority population had increased to 19.5 percent. Engineering first year enrollment for minorities in 1983 stood at 10.5 percent. The percentage difference for 1983 between population and first year enrollment was 9.0 percent.

TABLE III

POPULATION STATISTICS AND ENROLLMENT FOR MINORITIES IN ENGINEERING

	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
Population Statistics (In Thousands)											
Total Population	209,936	212,227	214,542	216,883	219,250	221,642	224,060	226,505	228,976	231,474	234,000
Minority Population	34,769	35,735	36,728	37,748	38,797	39,875	40,983	42,122	43,292	44,495	45,731
Percent Minority	16.6	16.8	17.1	17.4	17.7	18.0	18.3	18.6	18.9	19.2	19.5
Minorities As a Percentage of First Year and Total Enrollment											
First Year Enrollment	5.8	6.3	7.1	7.7	8.0	8.7	9.4	9.4	9.6	9.3	10.5
Total Enrollment	4.6	5.2	5.5	6.0	6.1	6.7	7.0	7.9	8.3	8.1	8.4
Minority Recipients As a Percentage of Total Degrees Awarded											
B.S.	2.9	3.5	3.9	3.9	4.0	3.7	3.7	4.1	4.4	4.5	4.8
M.S.	1.5	2.2	2.0	2.1	2.2	2.7	2.3	2.4	2.6	2.3	2.9
Ph.D.	0.7	0.9	1.5	1.2	1.4	1.7	1.5	1.6	1.4	1.4	2.0

Source: Annual Report- Engineering Manpower Commission and U.S. Department of Commerce, Bureau of the Census

To reach parity with population percentages, all minority constituent groups will need to experience increased enrollment rates. Using 1983 Census data (Table III) for parity comparisons, minority enrollment should be 19.5 percent in engineering.

TABLE IV
FULL-TIME UNDERGRADUATE ENGINEERING ENROLLMENT
BY ETHNICITY, 1973-1983

YEAR	TOTAL NO.	TOTAL MINORITIES		BLACK		[illegible] PAN [illegible]		INDIAN	
		NO.	%	NO.	%	NO.	%	NO.	%
1973	186,700	8,558	4.6	5,508	3.0	2,769	1.5	281	.1
1974	201,100	10,530	5.2	6,287	3.4	3,380	1.7	323	.2
1975	231,379	12,828	5.5	8,389	3.6	4,111	1.8	328	.1
1976	257,835	15,412	6.0	9,818	3.8	5,138	2.0	446	.2
1977	289,248	17,753	6.1	11,388	3.9	5,747	2.0	618	.2
1978	311,237	20,729	6.7	12,954	4.1	7,150	2.3	625	.2
1979	340,488	23,999	7.0	14,786	4.3	8,454	2.4	759	.2
1980	365,117	28,944	7.9	16,181	4.3	11,860	3.3	903	.2
1981	387,577	32,196	8.3	17,611	4.5	13,615	3.5	970	.3
1982	403,390	32,711	8.1	17,598	4.4	14,035	3.5	1,078	.3
1983	406,144	34,126	8.4	17,817	4.4	15,182	3.7	1,127	.3

Source: Annual Reports: Engineering Manpower Commission

Trends in Full-Time Total Undergraduate Engineering Enrollment By Ethnicity, 1973-1983

Total enrollment for all engineering students increased from 186,700 in 1973 to 406, 144 in 1983. During the same period, total minority engineering enrollment rose from

8,558 in 1973 to 34,126 in 1983--a four-fold increase. As a percentage share of total enrollment, minority participation rose from 4.6 percent in 1973 to 8.4 in 1983; a gain of 3.8 percentage points (Table IV).

Just as with first year enrollment, total enrollment data show that minority students made significant gains both in absolute numbers and percentage share for the period. Hispanics made the greatest gains in representation.

In absolute terms, Hispanics experienced a five-fold increase; American Indians a four-fold increase; and Blacks a three-fold increase. Hispanic total enrollment rose from 2,769 in 1973 to 15,182 in 1983.

It should be noted that since 1981, first-year enrollment for Blacks has declined annually (Table II). This is beginning to show effects in total enrollment for Blacks, which has remained constant since 1981. Through 1983, Hispanics and American Indians have experienced slow but steady gains in total enrollment in engineering (Table IV).

PARITY: In 1973 minorities comprised 16.6 percent of the U.S. population and 4.6 percent of total enrollment in engineering. For 1983, minorities comprised 19.5 percent of the population and 8.4 percent of total enrollment in engineering.

Using the "parity index" formula, a measure of equality

$$\text{Parity Index} = \frac{\text{Percent Full-Time Minority Enrollment}}{\text{Percent Minority in U.S. Population}} \times 100$$

of participation can be determined (equality of participation would mean parity with population percentage and an index of 100). The parity index for 1973 would be (4.6) divided by (16.6) x 100 or 27.7. For 1983, the parity index would be (8.4) divided by (19.5) x 100 or 43.

Although the index for 1983 shows minority students to be less than half way toward parity, overall enrollment gains since 1973 have been significant.

Trends In Degrees Awarded In Engineering By Ethnicity, 1973-1984

B.S. Degree Graduates

From 1973 to 1984, undergraduate graduation rates for minority students increased three fold, going from 1,255 in

1973 to 3,817 in 1984 (Table V). As a percentage of total B.S. degrees awarded in engineering, the increase was from 2.9 percent in 1973 to 5.0 percent in 1984.

The distribution of B.S. degrees among minority groups in 1973 was: Blacks 1.5 percent; Hispanics 1.3 percent; and American Indian 0.15 percent.

Advanced Degree Graduates

The national effort to address the underrepresentation of minority students at the graduate level was launched with the founding of the National Consortium for Graduate Degrees for Minorities in Engineering, Inc. (GEM) in 1976.

TABLE V

B.S. Engineering Graduates in The United States by Ethnicity, 1973-1984

Year	Total B.S.	Total Minorities		Black		Hispanic		Indian	
		No.	%	No.	%	No.	%	No.	%
1973	43,429	1,255	2.9	657	1.5	566	1.3	32	.07
1974	41,010	1,423	3.5	756	1.8	636	1.6	31	.07
1977	39,718	1,582	4.0	844	2.1	702	1.8	36	.09
1978	45,753	1,679	3.7	894	2.0	748	1.6	37	.08
1979	52,161	1,943	3.7	1,076	2.1	808	1.6	59	.11
1980	58,413	2,383	4.1	1,320	2.3	1,003	1.7	60	.10
1981	62,615	2,728	4.4	1,445	2.3	1,193	1.9	90	.14
1982	66,652	3,007	4.5	1,646	2.5	1,270	1.9	91	.14
1983	72,122	3,493	4.8	1,862	2.6	1,534	2.1	97	.13
1984	76,576	3,817	5.0	2,022	2.6	1,683	2.2	112	.15

Source: Annual Reports, Engineering Manpower Commission.

Tables VI and VII present data on advanced degrees awarded in engineering (M.S. and Ph.D.) during the period 1973-1984. If one compares data on 1973 and 1984 minority degree recipients with the total population, modest gains for the period are observable.

In 1973, of 17,152 total M.S. degrees awarded in engineering 258 or 1.5 percent were awarded to minorities. For 1984, minorities received 636 of 20,992 M.S. degrees awarded or 3.0 percent. The 1984 total for minorities was a 147 percent increase over 1973 (Table VI).

At the doctorate level minority students experienced an uneven progression as degree recipients during the review period. Although comparison of data between 1973 and 1984 will show overall gains in absolute numbers and percentage share, the total gains were too uneven to draw conclusions on progress. For example, in 1973, minority degree recipient percentage for total Ph.D.'s awarded was 0.7 percent. It reached 1.5 percent in 1975 and 1.5 percent again in 1979 and 1984 with a low 1.2 percent in 1976 and a high of 2.0 percent in 1983 (Table VII).

One positive sign for the Ph.D. pool is the number of minorities who are now full-time students in doctoral programs. Among GEM M.S. graduates, 27 are now pursuing the Ph.D. full-time. Further, a survey of some of GEM member universities show a large number of minority students in engineering doctoral programs--M.I.T. had a total of 21 for the 1984 Fall Term.

PARITY: Minority representation in the advanced degree recipient pool is far from reaching parity. Gains made show an overall increase in minority presence among students receiving the M.S. and Ph.D. degrees. However, much still needs to be done if minority representation in the advanced degree pool is to reach equivalance with their U.S. population percentage (Table III).

Obstacles to Success and Future Concerns

Underrepresentation of minorities in engineering is primarily caused by two obstacles:

1. Lack of knowledge about engineering as a profession; and,

TABLE VI

M.S. ENGINEERING GRADUATES IN THE UNITED STATES BY ETHNICITY
1973-1984

Year	Total M.S.	Total Minorities		Blacks		Hispanic		American Indian	
		No.	%	No.	%	No.	%	No.	%
1973	17,152	258	1.5	104	.6	139	.8	15	.08
1974	15,885	345	2.2	158	1.0	187	1.2	4	.03
1975	15,773	320	2.0	141	.9	176	1.1	3	.02
1976	16,506	351	2.1	154	.9	183	1.1	14	.08
1977	16,551	364	2.2	147	.9	210	1.3	7	.04
1978	16,182	439	2.7	201	1.2	234	1.5	4	.03
1979	16,036	366	2.3	152	1.0	205	1.3	9	.02
1980	17,229	415	2.4	162	.9	249	1.5	4	.02
1981	17,643	466	2.6	182	1.0	276	1.6	8	.05
1982	18,289	414	2.3	184	1.0	215	1.2	15	.08
1983	19,673	580	2.9	258	1.3	306	1.6	16	.08
1984	20,992	636	3.0	253	1.2	358	1.7	25	.12

TABLE VII

Ph.D. ENGINEERING GRADUATES IN THE UNITED STATES BY ETHNICITY
1973-1984

Year	Total M.S.	Total Minorities		Blacks		Hispanic		American Indian	
		No.	%	No.	%	No.	%	No.	%
1973	3,587	26	.7	13	.3	12	.3	1	.03
1974	3,362	31	.9	12	.4	19	.6	0	.00
1975	3,138	47	1.5	17	.5	28	.9	2	.06
1976	2,977	35	1.2	10	.3	15	.5	0	.00
1977	2,814	39	1.4	16	.6	22	.8	1	.04
1978	2,573	43	1.7	15	.6	25	1.0	3	.10
1979	2,815	41	1.5	19	.7	22	.8	0	.00
1980	2,753	45	1.6	19	.7	25	.9	1	.04
1981	2,841	39	1.4	16	.6	20	.7	3	.10
1982	2,644	38	1.4	20	.8	15	.6	3	.10
1983	3,023	60	2.0	19	.6	41	1.4	0	.00
1984	3,234	49	1.5	24	.7	25	.8	0	.00

Source: Annual Reports, Engineering Manpower Commission

2. Lack of preparation at the precollege level in math and science.

For the first area, the sparcity of professional engineers within the minority community leaves a void of role models. This results in minority youth not viewing engineering as a viable career path that would lead to success.

The second area is caused by the problems minorities encounter moving through the educational system in this country.

Some of these problem areas are:

1. Attrition from the pipeline--only 72 percent of Black and 55 percent of the Hispanic and American Indian students complete high school (Figure I).

2. Curriculum placement--only 28 percent of minority students pursue academic programs in high school. The rest are in either vocational (32%) or general (40%) programs.

3. Course Choice--among minority high school students only:

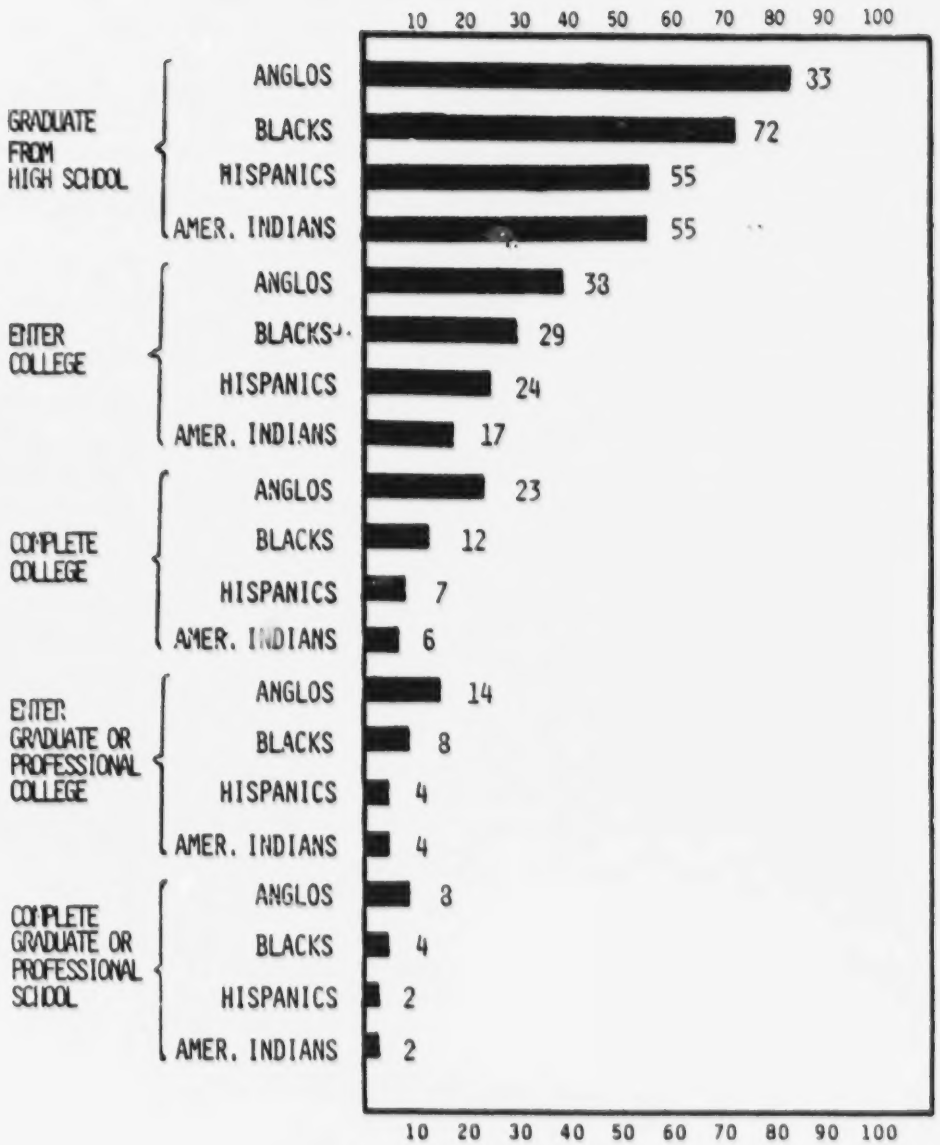
   50% take Algebra I
   35% take Geometry
   30% take Algebra II
   15% take Trigonometry
    5% take Calculus
   25% take Chemistry
   20% take Physics

The complexity of the problem is exacerbated by the manner in which the academic abilities of minority students are viewed. For example:

1. The educational system continues to use negative counseling when advising minority students. In the counseling process, minority students are too frequently counseled away from college preparatory programs and into nonacademic areas. Thus, minority students are often counseled below their abilities.

2. Some teachers fail to challenge minority students by teaching down to what they perceive to be the level of the student. In their efforts to offer under-

Figure I



RETENTION--PIPELINE PROBLEM

Source: Alexander Astin, Minorities in American Higher Education, Jossey-Bass, 1982.

standing, they actually hinder academic growth by telling the student, "I know you are doing the best that you can do."

3. School personnel charged with counseling and advising minority students, too often associate learning difficulties with the economically disadvantaged. They tend to think that if a child is minority, he/she is automatically deprived and therefore probably cannot function educationally.

Because of these and other negative attitudes about the academic abilities of minority youth, the educational system,in spite of all the talk about change, remains ineffective in providing these students with a sound educational grounding in academic subjects. Thus, 75% or more of all minority students who graduate from high school do so unprepared to gain regular admission to post-secondary institutions of higher learning. That is why the work that is being done through the "Minority Engineering Effort" is so important and needs to be strengthened, expanded and continued. Future consideration needs to be focused on finding ways to:

1. Continue support for public education which is paid for by taxes. The notion of a voucher system of education will not work for the masses. If the U.S. is to have an educated populous, it will have to be done through a public system of education.

2. Identify academically talented minority students early in their education and counsel them into both academic curricula and courses that contain prerequisite preparation for college level work in engineering and/or other math-based disciplines.

3. Have teachers and administrators, at all levels of the educational structure, become positive about the abilities of minority students. In so doing, they must be made to realize that neither talent nor ability is defined by ethnicity. They must be made cognizant of the fact that students don't start out as failures--rather, the system designates who shall succeed and who shall fail. Through attitudes and expectations, the system conveys to minority students what is perceived as their chances for success. Studies show (Astin 1982, Brooks, 1983) that where the level of expectation is high and is com-

municated to minority students, they respond by producing at higher levels of performance than might have been predicted.

4. Eliminate the financial barriers that prevent entry into engineering programs and continuation to graduation. Census data show that minority students are more than three times as likely to come from homes where family income is below the poverty level than are majority students.

5. Have minority students identified, admitted and supported in advanced degree programs to produce the pool of talent needed to ensure that minority representation is expanded at the managerial/administrative levels of government, industry, and education throughout America.

CONCLUSION

This report offers an analysis of minority participation in engineering within the context of engineering education during the period 1973-1984 in terms of enrollment, graduation rates, and parity. In addition, it examines some of the obstacles encountered by minority students--educationally--and offers suggestions for future approaches to these problems.

The data reported substantiate that progress has been made, but it also shows that much remains to be done to ensure equality of minority participation throughout the educational system.

Gains made, point to the positive impact that the "Minority Engineering Effort" has had on democratizing engineering education to make it attractive, accessible and affordable to minority youth.

This report supports the position that a national effort, involving educational institutions, private industry, governmental agencies as well as concerned and dedicated people, is an effective approach to achieving the goal of producing quality and quantity minority engineers.

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Alternative Routes to Excellence

by Charles Willie

Benjamin Elijah Mays, spiritual mentor of Martin Luther King, Jr., and president of Morehouse College in Atlanta—which I attended as a student decades ago—died in March 1984. But this magnificent man left a unique legacy for educators, his educational philosophy of transcendency. Mays told his students:

> You are what you aspire to be and not what you are now . . . . The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach. (Mays, 1983, pp. 1, 3)

Harvey Cox also offers insight to educators in his argument that "innovation . . . requires a variety of experiments going on, 'a hundred flowers blooming' " (1969, p. 57). Let the leaders of education see and hear these words and believe them. Let the leaders of education beware. Their current concern about standards, their contemporary emphasis on excellence could reduce the number of flowers that bloom, thus damaging the knowledge base that we passionately seek. There are hints in the report of the National Commission on Education that schooling ought to be more exclusive, especially in the higher grades of higher education. Our current call for excellence in education is a code word for exclusiveness in education—a philosophy of elitism that elects on the basis of what you are now and not a philosophy of transcendency that elects on the basis of what you aspire to be.

Mays' attitude was characterized in a eulogy by one of his students, Samuel Cook, president of Dillard University. Cook said of his mentor, "He had a divine romance with the world of higher possibilities" (March 31, 1984). Let me give you a few examples of what happens when several different flowers are permitted to bloom and when we explore "higher possibilities" and alternative routes to excellence. The results of my recent study, *Five Black Scholars*, are instructive (Willie, 1984).

John Hope Franklin, emeritus professor of the University of Chicago, now James Duke professor at Duke University, is a specialist in history. He was born in Oklahoma, attended Fisk University, graduated magna cum laude, and enrolled in Harvard, where he earned a Ph.D. degree and 40 years later was awarded an honorary doctoral degree. A founding member of the Phi Beta Kappa chapter at Fisk, Franklin eventually served as president of the Southern Historical Association, the American Historical Association, and the United Chapters of Phi Beta Kappa.

Franklin had a head start. His mother had a college education and was a teacher. He played on the back bench of her classroom when he was preschool age and learned to read at an early age by listening to the lessons his mother prepared for others. His father, also college educated, studied and practiced law. Franklin grew up in a family of professionals who urged him and his siblings to get an education; all of the children finished college, following in the footsteps of their parents. John Hope Franklin was named in honor of the first Black president of Morehouse College, a school his father attended.

Surrounded by learned parents who provided a strong support system, Franklin experienced achievements that were predictable outcomes of such an intellectually stimulating household. In my study, John Hope Franklin was identified as the preeminent Black historian in the United States.

In that same study, Kenneth B. Clark was voted the most renowned Black psychologist in the nation. But his path to excellence was quite different from that of Franklin. Clark was born in the Panama Canal Zone of parents who migrated from Jamaica. When the marriage of his parents dissolved, he moved with his mother and his younger sister to New York City at the age of four. His mother worked in the garment industry and attended night school, eventually receiving a diploma. She was very supportive of Clark and urged him and his sister to go to college. She cared for the family as well as she could, imprisoned in a big-city ghetto where there were very few material rewards.

Clark graduated from Howard University and received a Ph.D. degree in psychology from Columbia University. For a third of a century, Clark taught

"Innovation . . . requires a variety of experiments going on, 'a hundred flowers blooming.' "

at City College of New York. He retired as a distinguished university professor emeritus.

A member of Phi Beta Kappa and Sigma Xi, Clark also headed national professional associations in his discipline, including the American Psychological Association and the Society for the Psychological Study of Social Issues. In addition, Clark served for several years as an elected member of the powerful New York State Board of Regents.

There are similarities in the achievements of Franklin and Clark but gross differences in their backgrounds and pathways to excellence. Franklin came from a two-parent, middle-class family in which both parents were professionals. Clark grew up in a single-parent, working-class household in which his mother was the sole source of support. Working during the day and going to school at night, Clark's mother obviously could not provide constant supervision over a family whose children were coming of age in a big-city ghetto.

Other differences between the two men have to do with their geographic origins and social experiences. Franklin was southern born and southern reared while Clark was foreign born and northern reared. The risks, opportunities, dangers, and difficulties to which both scholars were exposed, Franklin in Oklahoma and Clark in New York, when they were growing up were quite different as was their socioeconomic status. But these different circumstances and conditions seemed not to have made a difference in their reputations. They followed different paths to honor and glory. Yet each man succeeded in his endeavors, and today they both are accomplished scholars. The Franklin and Clark stories indicate that place of birth, family composition, socioeconomic status, education and occupation of parents, and region of residence may facilitate the achievement of excellence or serve as an impediment, but even as an impediment they can be transcended. There are different paths to honor and glory as revealed in the lives of these great men.

More disparate than the life styles of Franklin and Clark were the experiences of Matthew Holden, Jr., and Darwin T. Turner. Holden is a political scientist who occupies an endowed professorship at the University of Virginia in Charlottesville. Turner is a specialist in literature and a distinguished professor at the University of Iowa. Both scholars are in their fifties and have made significant contributions to the literature in their fields and to the professional associations of their disciplines.

Holden has been an elected member of the governing council of the American Political Science Association and has served as its vice president. In addition, he has been a board member of the Social Science Research Council and was appointed to the Assembly of Behavioral and Social Sciences of the National Academy of Science. Holden is also a public administrator, serving in the past as commissioner of the Wisconsin Public Service Commission and in a similar capacity with the Federal Energy Regulatory Commission in Washington, D.C. He has been a faculty member at approximately five different schools.

Turner has been a member of the board of directors of the Modern Language Association and the National Council of Teachers of English. In addition, he is a trustee of the National Humanities Center. Turner also is an educational administrator and has served not only as department chair several times but also as an academic dean. He has been a professor or administrator at approximately six different schools.

Matthew Holden, Jr., was voted the most outstanding Black political scientist in the nation and Darwin Turner, the most outstanding Black specializing in literature. Beyond these striking similarities in career accomplishments at the midcentury mark in their lives, Holden's and Turner's pathways to honor and glory are radically different. The members of Holden's family were Mississippi farmers before joining the World War II migration of Blacks to the city in search of jobs in industry. Turner came from a family of gifted intellectuals and professionals. His paternal grandfather was a college teacher and a public school principal, as was Turner's maternal grand-

mother. His parents graduated from college, as had some of his grandparents. His mother received a master's degree in education, and his father studied pharmacy. Both pursued professions connected with their college training.

Members of Turner's family earned bachelor's and master's degrees, and his paternal grandfather, whom Turner described as a great inspiration, was a Ph.D. graduate in biology from the University of Chicago, the school from which Turner also received his terminal academic degree. His maternal great-grandfather was one of the first Black teachers in Cincinnati. Thus education as a course of study and as a profession was part of the socialization experience of Turner. In this respect, his life was very different from that of Holden, whose parents were blue-collar workers on the farm and in the city.

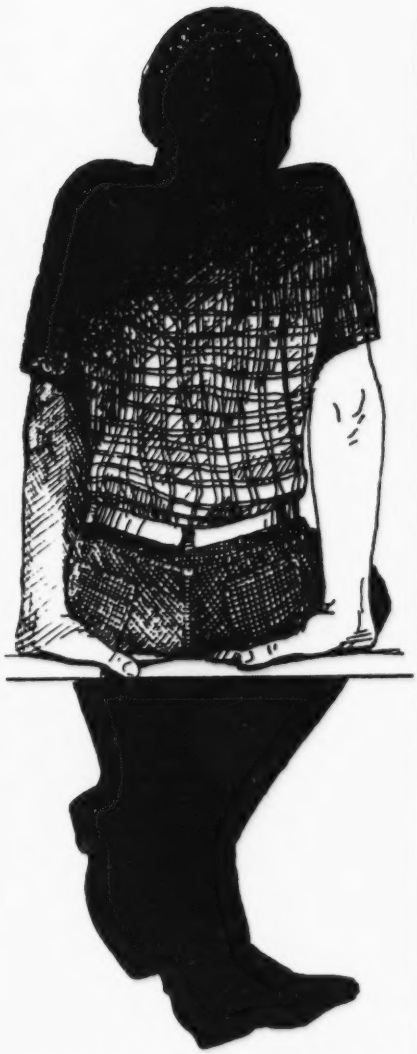
Turner had a large extended family in the city, as did Holden on the farm. There the similarity of their family experiences ended. Following crop failures, Holden's parents moved to Chicago to labor as unskilled workers. After finishing his studies in pharmacy, Turner's father moved to Chicago to establish three drugstores. His father commuted between Chicago and Cincinnati periodically, and his mother visited Chicago often. The burden of city life was too much for Holden's parents, both of whom had less than a high-school education. Eventually they went separate ways. Holden remained in his mother's household where, he said, there was bread enough to eat but none to spare.

Turner whizzed through school, completing college summa cum laude in three years, earning a master's degree at the University of Cincinnati two years later, and earning a Phi Beta Kappa key—all by the age of 18. Holden's baccalaureate degree was acquired in a stop-and-go fashion: He spent four years at the University of Chicago, a time he described as a great experience and also one that overwhelmed him. He failed to complete his B.A. degree there but finished the degree two years later at Roosevelt University, also in Chicago. Holden earned a master's degree by the age of 23. However, his stint in the armed forces and jobs with county and metropolitan planning or charter commissions delayed further study for a while, and he did not complete his Ph.D. degree at Northwestern University until age 29. During these years, Holden was single and on his own. Turner also interrupted his studies for a Ph.D. degree—he taught in two colleges—but still received the degree by the age of 25. He lived in Chicago with his wife and children and also was a student in the same city where his father owned a business. While Turner was on his own, he knew that a parent was near in times of trouble.

Despite differences in region of birth, childhood socialization experiences, education and occupation of parents, family composition, and personal educational progress, Holden and Turner came out on top with similar professional reputations. Both have divided their careers between scholarship and administration. Both are high achievers in their respective disciplines. Both are living examples of the multiple routes to success.

In summary, the most outstanding Black scholars in four fields grew up in a variety of family backgrounds, including nuclear families and extended families, two-parent and single-parent households. The occupations of their parents ranged from unskilled and semiskilled workers to professional and self-employed business operators. Some parents failed to finish high school; others finished college and even had graduate degrees. The families were farm folk and cosmopolitan city dwellers. They had northern and southern roots.

These outstanding scholars had other varied experiences. One completed college in three years, two in four years, and one in six years. Two graduated from predominantly Black colleges; two graduated from predominantly White colleges. One married before he was 20; one married after he was 30; two married at ages between these extremes. Two have taught in Black and in White schools; two have taught extensively in predominantly White schools. There are different roads to excellence as the lives of these scholars



"Could it be that our standardized testing that favors some population groups over others is a stumbling block?"

reveal. It would be wise to go slowly in emphasizing conformity, as standardized testing does, and in excluding the deviant, as the raising of admissions standards may necessitate.

In the book of our traditional wisdom, it is written: No one should put a stumbling block in another's way (Romans 14:13). Could it be that our standardized testing that favors some population groups over others is a stumbling block? Could it be that our admissions procedures that emphasize some mental abilities over others are a stumbling block? Could it be that our student support services that help with some problems but ignore others are a stumbling block? Regretfully, a society with exclusive and elitist orientations does not ask or answer these questions so far as education is concerned.

Let a hundred flowers bloom. Let a thousand flowers bloom. Let millions of flowers bloom. In the human social system it is quantity that gives rise to quality and not the other way around. The excluding prescriptions of the National Commission on Excellence in Education are wrong. Consider some of its recommendations: Colleges and universities should raise their admissions requirements; standardized tests should be administered regularly nationwide at transition points such as between high school and college; the federal government should assume the primary responsibility for identifying the national interest in education (National Commission, 1983, pp. 27, 28, 33).

There is no evidence that the recent increase in college students has harmed our schools or our society, thus suggesting a few questions about the commission recommendations: If the National Commission wishes to include more students, why does it urge institutions of higher education to raise their admissions requirement when only one-third of all high school graduates now go on to college (Bureau of the Census, 1984, p. 160)? If the National Commission wishes to include more minorities in college and graduate school, why does it recommend a nationwide testing program when, for example, Black medical school students score an average of 100 points less than Whites on standardized aptitude tests, though they have a retention rate of 87%, only 11 percentage points less than the retention rate for Whites in medical school (Odegaard, 1977)? Finally, a federal government that in the early 1980s has refused vigorously to promote desegregated public schooling has not earned the privilege of identifying the national interest in education and should not be assigned that task, as recommended by the commission. I prefer to repose in the people the responsibility of identifying our national interest in education and in other institutions. Make no mistake about it—the effect of the recommendations of the National Commission is elitist in character. They do not recognize the value of letting millions of flowers bloom.

The commission would have been more effective in addressing the educational needs of this country if it had based its recommendations on Mays' philosophy of transcendency rather than a philosophy of excessive elitism. While time and space are reality for all creatures, great and small, we creatures of humanity have what Michael Murphy calls "a fuller reality" (1969, p. 18). We have the capacity to transcend the concrete and the particular.

We are a people with purpose. Where there is purpose, there is choice. Where there is choice, there is freedom, and freedom is the basis of our many possibilities—those that are higher and those that are lower. We need to conform, to be rational and lawful. Without these, there is chaos. But we also need to be free, creative, and spontaneous. Without these, there is atrophy and decay.

Humanity is a system of complementary actions. This is the source of its self-renewal. This is the basis of its transcendent possibility. Transcendency is our fuller reality. Yet we persist in our efforts at reductionism. In our language we often omit the feminine pronoun *she*, stating that it is included in the masculine pronoun *he*. Sociologist Joan Huber has appropriately observed that "to use 'men' to mean both 'men' and 'women and men' is an exercise in double-think" (1976, p. 89). In our thinking, we try to reduce that which

is abstract to that which is concrete. In so doing, we try to reduce possibilities to practicalities. We are most interested in developing social systems that are unitary and efficient.

An ultimate form of reductionism is the subjugation of the wish and will of the subdominant or minority to the preeminent authority of the dominant or majority. There is no health in this kind of situation. The possibility of self-renewal in society is absent when disobedience to authority is not tolerated. Stanley Milgram, who conducted the experimental study on obedience and authority, reminds us that "the problem of obedience . . . is not wholly psychological. The form and shape of society . . . have much to do with it" (1974, p. 11). Maybe our goal should be the development not of unitary social systems but of those with components that are complementary. Such are more likely to be effective, even if they are less likely to be efficient.

All of this is to say that if we wish to have an open society, a healthy society, and even a happy society, we must deliberately limit the authority and power of individuals and institutions so that none can coerce others into conformity. Freedom also must have its way.

Knowledge both reveals and conceals; none has perfect knowledge, all knowledge is partial; the capacity for wonder is still a necessity, even among those who aspire to excellence (Bacon, 1973, p. 7). Therefore, we must be slow to limit access to knowledge, never limiting the paths to excellence. I say, "Let a hundred flowers bloom. Let a thousand flowers bloom. Let millions of flowers bloom."

Sociologist Ezra Vogel reported that "Japanese do not hesitate to overlap and duplicate their effort to gather relevant information." He said, "The scope of government information-gathering is breathtaking." When an issue becomes salient, Japan assigns competing research projects to several institutes. In Japan, the quantity of information is the means by which that society reaches its quality decisions. The Japanese believe "this increases the chance of reaching a wise decision" (1979, p. 52).

In concrete human society, a quality health experience, for example, is jeopardized in the presence of a quantity of illness. In a concrete or transcendent human society, excellent or quality solutions derive from a quantity of people thinking about them. Let us therefore adopt an educational philosophy of inclusiveness. Let a hundred flowers bloom. Let a thousand flowers bloom. Let a million flowers bloom; for their petals shall mark the *many routes* that lead to excellence and high quality.

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Proposition 48 and Standardized Testing for College Admissions: Policy Implications for Educational Equity

by Irving P. McPhail

Members of the top competitive division of the National Collegiate Athletic Association (NCAA) voted in January, 1983, to stiffen academic standards for students participating in intercollegiate sports (Crowl, 1983).

The announcement of the new rules set off a storm of controversy and protest by the presidents of historically and predominantly Black colleges and universities, who charged that the proposals were "patently racist" and aimed at reducing the number of Black athletes on teams of institutions with major sports programs. They argued that while a large number of students who enroll at Black colleges and universities do not meet the NCAA criteria, the majority of athletes at Black institutions graduate.

However, the inclusion of minimum standardized test scores in the new NCAA academic regulations prompted the greatest degree of protest by Black-college presidents, many of whom argued that tests are an unreliable predictor of success in college and culturally biased against Blacks and other ethnic minorities. Dr. Edward B. Forte, chancellor of North Carolina A & T State University, suggested that because supporters of higher standards had insisted on including test scores, the question had "unfortunately become a Black-White issue" (Crowl, 1983, p. 20).

The role of standardized test results in the new NCAA academic requirements raises serious questions with regard to Black student access to higher education. Astin (1982) has argued that "the widespread use of standardized testing is one of the most pervasive results of the meritocratic standard, and perhaps no issue related to the higher education of minorities has generated more controversy" (p. 157). The thesis of this article is that meritocratic practices, characterized by standardized testing, pose a serious threat to Black access to higher education, and redress from this threat depends upon giving Black students the opportunity to learn how to pass standardized tests through instruction in test-wiseness and coaching for specific tests.

The impetus for Proposition 48 came as a result of the American Council on Education's ad hoc committee of presidents which had been looking into problems associated with big-time college sports. The committee's major argument was that present NCAA academic standards have been abused by both high schools and college recruiters. In contrast to the new academic requirements, present NCAA regulations require only that an entering student have had an overall 2.0 (C) average in high school. A student already matriculated must satisfactorily complete a minimum number of credits, but the credits can be earned from any courses offered by the university. The committee charged that high schools often fail to require athletes to take academically rigorous courses, leaving them unprepared for college-level work. Colleges, in turn, often permit athletes to take only remedial and nondemanding courses in order to remain eligible to play. The proponents of reform argued that such abuses have led to scandalous revelations of illiteracy among college athletes and to an extremely low percentage of athletes who actually graduate from the colleges for which they play. Many presidents said they feared the negative public reaction to those scandals could harm their institution's image, integrity, and ability to secure funds from legislators and private donors.

The new regulations, referred to as Proposition 48, provide the following guidelines for a student to be eligible to play at a NCAA Division I college or university: (1) An entering student must have a 2.0 (C) grade-point average in 11 academic high school courses, including at least three courses in English, two in mathematics, two in social science, and two in natural or physical science. In addition, the student must score at least a combined 700 on the Scholastic Aptitude Test (SAT) or 15 on the American College Testing (ACT). (2) A student already in college must be making "satisfactory progress" in a program leading to a bachelor's degree (National Collegiate Athletic Association, Note 1).

An entering student who has earned an overall 2.0 high school average but who fails to meet the new requirements may receive an athletic grant-in-aid. However, the athlete may not play or practice with a team and must forfeit

a year of eligibility. The new rules for entering students go into effect on August 1, 1986, and the effective date is August 1, 1984, for students already in college.

While some people, at a first reading, may find the new NCAA rules reasonable, a closer examination of standardized test data will reveal the implications of the new rules for minority students. The basic problem of equity in admission to colleges and universities arises because test score distributions for identifiable subpopulations differ systematically. There is, for example, an average score difference of about one standard deviation between White and Black applicants (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld,& York, 1966).

Where admissions to colleges and universities are influenced by SAT and ACT scores and the number of applications exceeds the number of available spaces, the subgroups with the higher test scores will be more heavily represented in the student population than the lower scoring subgroups. Linn (1982) illustrated the potential adverse impact implications of group differences as large as those between Blacks and Whites;

> A cutoff score on an ability test that would select half the Whites from the general population would select only about 16 percent of the Blacks. One that would select 20 percent of the Whites would select only about 3 or 4 percent of the Blacks. The potential adverse impact for minorities (with the exception of Oriental-Americans, who score higher than Whites on tests of nonverbal ability and mathematics) is also substantial. (p. 336)

The observed differences in score distributions between Blacks and Whites raise both questions of validity and equity. Are predictions made from test scores as accurate for Black applicants as for White applicants? The possibility that tests may have different predictive meanings is central to the discussion of fair test use.

While a detailed discussion of prediction and differential prediction is beyond the scope of this article, it is important to note that a considerable number of studies have been conducted in the last 12 years to compare within-group regression equations. The purpose of these studies was to see if a higher or lower criterion performance is predicted by the equation for the minority group or the combined group, than the performance which is actually achieved (American College Testing Program, 1973; Breland, 1978; Cleary, 1968; Davis & Kerner-Hoeg, 1971; Linn, 1973; Temp, 1971). Linn (1982) summarized the results of these differential prediction studies as follows:

> Whether the criterion to be predicted is freshman GPA in college, first-year grades in law school, outcomes of job training, or job performance measures, carefully chosen ability tests have not been found to underpredict the actual performance of minority group persons. Contrary to what is often presupposed, the bulk of the evidence shows either that there are essentially no differences in predictions based on minority or majority group data, or that the predictions based on majority group data give some advantage to minority group members. . . . On the other hand, differences between groups in distributions of test scores are such that, despite the tendency to overpredict actual performance, strict reliance on ability test scores to select applicants for jobs or further education would likely reduce the number of selected minority group members in comparison to current practice. (p. 385)

The above evidence would seem to run counter to the thesis of this article and add credibility to the NCAA's inclusion of minimum cut-off scores on the SAT and ACT for potential college athletes. But scientific evidence concerning test validity does not provide answers to questions of equity and social justice. The debate over differential prediction has tended to obscure a much more fundamental problem. The way in which tests are *used* is inconsistent with the ostensible purposes of education and detrimental to Black and other minority student access to higher education.

An Alternative View

Astin (1982) has articulated a conception of the purpose of higher education which very closely resembles the economist's notion of "value added":

> A major purpose of higher education institutions is to *educate* students, to produce certain desirable *changes* in the student or, more simply, to make a difference in the student's life. In the simplest terms, the measure of an institution's success in educating its students is the difference between the students' performance or abilities upon leaving the institution and that upon entry. (p. 157)

Black colleges and universities have historically set a pattern of admissions that exemplifies Astin's "value added" concept. "They invented the practice if not the concept of open enrollment" (Thompson, 1978, p. 185). Black colleges literally reversed the meritocratic standard that has always been characteristic of higher education with flexible admissions practices and academic standards that are without precedent in higher education. Most Black colleges ignore SAT and ACT scores, and others use them for diagnostic purposes only. Further, students are usually accepted from any accredited high school regardless of its academic reputation, with students with high grades admitted first and then the average grade standards systematically lowered until a desired number have been admitted. Such practices have, no doubt, contributed to the widespread criticism of Black colleges by leaders in American higher education (Jencks & Riesman, 1967). However, one must be impressed by the high level of persistence of Black students in Black colleges. For example, Black colleges "with less than 20 percent of the enrollment in the four years preceding 1975–76, awarded 37 percent of all baccalaureate degrees received by Blacks in that year. At the same time, Blacks received only 6.5 percent of all 'baccalaureate degrees' " (National Advisory Committee on Black Higher Education and Black Colleges and Universities, 1978, p. 22). The success of Black colleges in educating and graduating Black students is powerful evidence against the inflexible use of indices of predictive validity.

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Coaching, Test-Wiseness, and Test Scores

A final part of the controversy surrounding admissions tests concerns the general effects of coaching on test results and the specific differential effects of coaching for Black students. The Educational Testing Service (ETS) and the College Board have long argued that "the abilities measured by the SAT develop over a student's entire academic life, so coaching—vocabulary drill, memorizing facts, or the like—can do little or nothing to raise the student's scores" (Educational Testing Service, 1977, p. 24). Yet coaching programs—many of them commercially sponsored—are plentiful, and both researchers and popular critics of admissions tests have disputed the validity of the ETS claim (McPhail, 1981; Nairn & Associates, 1980; Pike, 1978; Slack & Porter, 1980).

The evidence on coaching effects on admissions test scores must be approached cautiously. Few controlled experiments have been conducted where (1) students have been randomly assigned and (2) the performance of students who have been coached has been measured against comparable uncoached students. However, the much debated Federal Trade Commission (FTC) study (1979) of the coaching "industry" provided evidence that in certain circumstances and for some students, coaching may improve scores on college admissions tests.

Recently, Messick's (1980) review and reanalysis of research from the 1950s to the present has provided some powerful data in support of the differential effect of coaching for Black, low-income students. Messick's general conclusions were that a 30-point average gain on the SAT-Verbal comes at 300 hours of coaching-tutoring, and a 10-point average gain at about 15 hours; gains below 10 hours were too irregular to be predictable. Messick emphasized that the longer programs were more like regular instruction or curriculum than what is usually thought of as coaching.

"Although only a few schools have explicitly curtailed their programs in the past few years, affirmative action is clearly under attack in schools across the country."

However, Messick's reanalysis of data from the FTC study uncovered two findings critical to the present discussion. In examining the interaction of coaching effects with income, Messick found that among coached juniors at Coaching School B those students reporting lower parental incomes exhibited larger coaching/self-selection effects on SAT-Verbal than did students reporting higher parental incomes. Further, Messick identified 13 Black students at Coaching School B for whom the average Verbal Coaching/self-selection effect was 46.7 points above that for White students at the same school, a difference statistically significant at the .001 level. The average Math effect for those 13 students also exceeded that for Whites, but the difference was not statistically significant. The Verbal effects for two Black students at Coaching School A exceeded the cell mean for their respective coaching school by 24.6 points on the average. Finally, six additional Black students were identified who had taken the SAT at nonpeak administrations; their Verbal effects exceeded their corresponding cell means by 52.6 points on the average.

Although the meaning of the interaction for SAT-Verbal with parental income and race is both intriguing and perplexing, the size of the effects was quite large and highly significant statistically. Messick's findings, when considered in the context of additional experimental evidence on the differential effectiveness of coaching for Black students (McPhail, 1978a, 1979; Oakland, 1972; Harris, Note 2) suggests that low-income Black students can, in fact, be coached successfully for the SAT, ACT, and other tests with a resulting increase in test scores.

My work has focused on the design of curriculum materials to teach test-wiseness principles to Black students (McPhail, 1978b). I have identified the components of a test preparation program and field-tested various approaches to teaching test-wiseness. Table 1 summarizes the essential components of a balanced test preparation program for all students, with a particular focus on the unique needs of Black students.

Policy Implications for Educational Equity

Substantial evidence of the probable and potential barrier to college access that achievement tests may constitute for Blacks emerges from the strong consensus of research and public opinion on this issue. Although only a few schools have explicitly curtailed their programs in the past few years, affirmative action is clearly under attack in schools across the country. Considered in this context, the standardized testing industry poses a serious threat to equity for Black Americans.

Proposition 48 is indicative of the growth in institutional claims of meritocratic and rational procedures. Insofar as Proposition 48 requires

Table 1

Components of Test Preparation Program

1. Affective Considerations
   a. maximizing motivation
   b. exploring socio-political consequences of standardized testing for Blacks
2. Instructing Test-Wiseness
   a. general principles of test-wiseness (Millman, Bishop, & Ebel, 1965)
   b. specific principles of test-wiseness for novel or complex question formats (McPhail, 1978b)
3. Instructing Test Content
   a. reviewing previous instruction in areas to be measured on a given test (e.g., grammatical concepts)
   b. teaching content to be measured on a given test (e.g., algebra, geometry, etc.)
4. Taking Practice Tests Under Simulated Test Conditions
5. Overcoming Test Anxiety

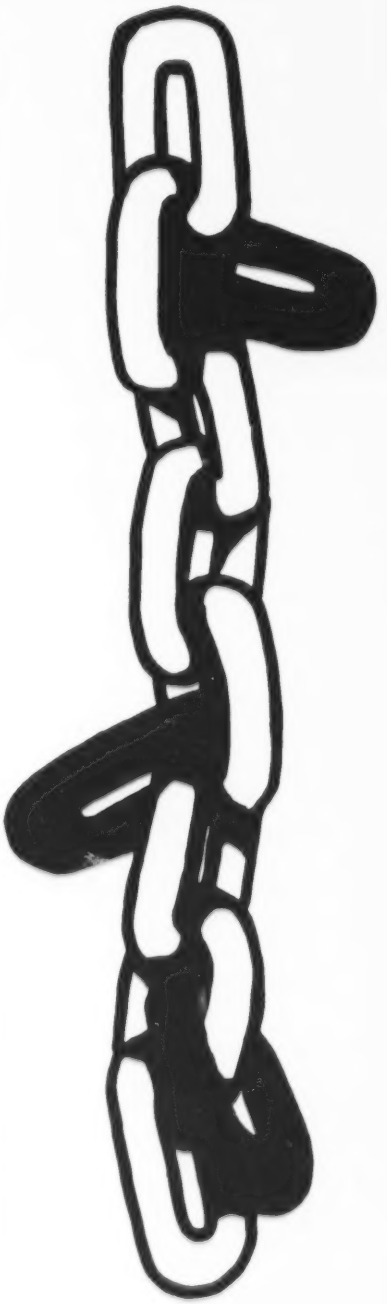
minimum cut-off scores on the SAT and ACT, this rule poses a serious threat to Black access to higher education. Gregory R. Anrig, president of ETS, stated that if the new requirements had been in effect in 1981, 51 percent of all Black male freshmen would not have qualified for athletic competition at NCAA Division I institutions because their test scores were too low. Test scores of 60 percent of Black female freshmen would have kept them off the playing fields. He said the rule would also have prevented some 90,527 White college freshmen from competing—more than twice the number of Blacks, which was 42,831 (Vance, 1983).

In my opinion, the minimum grade point average and curriculum requirements of Proposition 48 are sound and consistent with the concerns echoed by the National Commission on Excellence in Education, the National Task Force on Education for Economic Growth, and the Twentieth Century Fund's Task Force on Federal Elementary and Secondary Education Policy. In all cases their reports have called for strengthening and upgrading the elementary and secondary school curriculum (Edwards, 1983; Massey, Scott, & Dornbusch, 1975).

The National Association for Equal Opportunity in Higher Education (NAFEO) has been considering several proposed alternatives to the academic requirements recently adopted by the NCAA. Among those who have submitted recommendations to NAFEO are the Rev. Jesse Jackson, president of Operation PUSH and a 1984 presidential candidate; Mary Francis Berry, president of the board of PUSH for Excellence and a member of the U.S. Commission on Civil Rights until she was replaced by President Reagan; Harry Edwards, an associate professor of sociology at the University of California at Berkeley and a long-time advocate of the rights of Black athletes; the NAACP; and the American Association of State Colleges and Universities. Jackson and Edwards have recommended a 10-point "bill of rights" for athletes that, among other things, would bar freshmen from participating in varsity sports and guarantee that athletes would not lose their scholarships even if they were dropped from their teams. The bill of rights would also require institutions to improve tutoring services and to disclose to potential recruits the percentage of athletes who have received degrees, and in which majors they received them (Farrell & Vance, 1983).

The misuse of standardized tests is an issue of concern to all Black students, not simply Black athletes. Given the evidence in support of positive coaching effects for certain Black students under certain conditions, further research and program development should be undertaken in this area. The new NAACP program to provide inexpensive coaching for low-income students who are preparing for the SAT and the ACT (Cole, Note 3) and the efforts of the Delta Sigma Theta Sorority, Inc., in this same area are noteworthy. Equally important are efforts by public schools to provide instruction in test-taking skills for students at all grade levels (Downey, 1977). The teaching of test-wiseness is not a substitute for quality instruction but an integral component of the national effort to improve the nation's system of public education through upgrading teaching training, improving existing materials and texts, and developing new and more diverse curricular materials.

Finally, individuals and organizations concerned with equal opportunity must monitor the testing industry and the misuse of standardized tests (Brill, 1974; Williams, 1972). A case in point involves the efforts of the Association of Black Psychologists in effecting a moratorium on IQ testing in the state of California as a result of the much discussed Larry P. lawsuit—a case in which a Black student with normal ability was placed for several years in special classes based on the result of an IQ test which was determined to be culturally biased (Ristow, 1978). It will also be necessary to make admissions practices more verifiable and objective. Morris (1979) concluded that "initiative in regulating or guiding institutional admissions practices is an educational policy concern at all levels, but only the federal government is capable of verifying the objectivity of these practices on a national level" (p. 53).



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Education for Interpersonal Literacy

by Geneva Gay

Dr. Geneva Gay

The result of society's admiration for technological development—another invention more advanced than the last—is a concentration on mathematics, science, and technological skills in education at the expense of pressing human issues. Sociopolitical circumstances rather than pedagogical principles often determine the priorities, quality, and relevance of American education.

In the 1950s, the "race for space" elevated mathematics and science to a place of utmost prominence in school curricula. In the 1960s and 1970s political scandals, racial tensions, counterculture movements, and human liberation activities created an educational emphasis on consciousness raising, preparation for alternative life styles, self-knowledge, decision making, and values clarification. And in the 1980s, unemployment, conservatism in social attitudes and values, and the religiosity of technology are producing educational practices which emphasize basic skills, minimum competencies and standardized tests, computer literacy, and cost effective analyses of instructional services.

In America, the concerns most prominent in the social, political, and economic milieu of society have more influence upon what happens in our schools than do the concerns of educators.

The Scenario for an Education Based on Technology

Given the method of determining educational priorities in schools, it is not surprising that schools once again revere mathematics, science, and technical skills as a result of the massive technological developments. The logic of emphasizing these subject areas is based on the viable assumption that computer technology is here to stay. The social and vocational competency of individuals will increasingly require computer literacy. The understanding and application of computer technology are founded upon technical skills, which in turn derive from mathematical and scientific concepts, principles, and thinking processes. Therefore, the education of American youth should include more computer literacy and mathematical and scientific knowledge and skills.

This scenario is accurate up to a point, but it presents a one-sided portrayal of American society. The other side suggests that national and global trends in such areas as human welfare, the wise use of natural resources, interpersonal relations, human liberation, and social services may be regressing rather than progressing. Racial tensions continue unabated, although more subtle. Receptivity toward cultural and individual differences diminishes daily. Individuals continue to experience alienation, apathy, isolation, and emotional as well as economic deprivation. Despite claims of overpopulation and crowded living conditions, people are more estranged from each other than ever before. Educators, and the public alike, try either to ignore or to liken these complex human issues to technological ones and to look for the "quick fix," the "easy answer" to them.

Dual Agendas: High Tech/High Touch

Technological developments and human issues are equally important categories of needs for today's citizens. Technological needs require the development of technical competencies to equip individuals to function effectively in a high-tech society, the world of today and tomorrow. Humanistic needs require the development of social and interpersonal competencies which transcend the role functions we may perform in the technological marketplace and serve to cultivate our humanness—to nurture the human spirit within the context of technological realities. Thus, while computer literacy and other technological competencies are necessary, they are not sufficient to ensure a fully gratifying life experience for citizens today and in the future. Of equal importance is the need for schools to help youth develop interpersonal relations and social interactional skills.

These two categorical needs—technological and humanistic—constitute what John Naisbitt calls the "high tech/high touch megatrend" in his analysis

of major transformations currently under way in American life (1982). According to him, the development of technology and humanism are interactive realities in today's world which parallel each other. He says:

> Whenever new technology is introduced into society, there must be a counterbalancing human response—that is, high touch—or the technology is rejected. Our response to high tech all around us [has been] the evolution of a highly personal value system to compensate for the impersonal nature of technology . . . .
>
> Now at the dawn of the twenty-first century . . . technology and our human potential are the two greatest challenges and adventures facing humankind today. The great lesson we must learn from the principle of high tech/high touch is a modern version of the ancient Greek ideal—*balance*. We must learn to balance the material wonders of technology with the spiritual demands of our human nature. (pp. 39–40)

René Dubos, the internationally renowned microbiologist, admonishes us to maintain a healthy balance between our technological might and our responsibility for the welfare of humankind. By so doing we can "create new environments that are ecologically sound, aesthetically satisfying, economically rewarding, and favorable to the continued growth of civilization" (1980, p. 159).

Satisfying our technological and human needs will require imagination and daring on the part of educational leaders. The present demands of these two priorities are unprecedented and will thus require unprecedented solutions. However, as yet, we seem unable to devise a plan of action. Instead, we vacillate from one fashionable trend to another. In less than ten years we have promoted—with a vengeance—fundamentalism, liberalism, globalism, conservatism, environmentalism, futurism, functionalism, and computer literacy. We appeal to the nostalgic bliss of years past for answers to today's social and educational problems while simultaneously being swept away by the thrills of unprecedented and unpredictable futures. Naisbitt presents a graphic portrayal of this "directional dilemma":

> We are living in the *time of the parenthesis*, the time between eras. It is as though we have bracketed off the present from both the past and the future, for we are neither here nor there. We have not quite left behind the either/or America of the past . . . but we have not embraced the future either. We have done the human thing: We are clinging to the known past in fear of the unknown future . . . . Those who are willing to handle the ambiguity of this in-between period and to anticipate the new era will be a quantum leap ahead of those who hold on to the past. The time of the parenthesis is a time of change and questioning. (p. 24)

The Need for a Humankind Perspective

To create a more balanced sense of direction in our educational missions, we must critically analyze prevailing and expected social, political, cultural, and psychological realities. We must also abandon outdated precedents. The attempt to escape the unique challenges of these times by reveling in nostalgic memories is inappropriate. Nor can we expect technology to be the panacea for all our social problems. Instead we must renew our faith in human potential and nurture the human spirit as zealously as we cultivate technological skill. As Arthur Foshay suggested several years ago, American schools must celebrate the total human condition by attending to the social, intellectual, emotional, physical, aesthetic, and spiritual aspects of humanness (Foshay, 1975).

John Goodlad and his associates propose using a "mankind [humankind] perspective" to guide program planning for more effective educational efforts. They describe the power of this orientation:

> Mankind is the only framework within which solutions for the vast problems of human society can be found. No single nation or small group of nations can abolish war. No single industry or group of industries can deal effectively with the maldistribution of world productivity. No public or private agency can deal with starvation, population growth, health and medical care, the effective growth

"Sociopolitical circumstances rather than pedagogical principles often determine the priorities, quality, and relevance of American education."

"Healthy individuals and societies require interpersonal and intellectual as well as technological literacy."

> and utilization of automation, or a host of other global problems. Only the concerted efforts and resources of all mankind have the potential to embrace the problems, derive solutions, and exercise the authority to implement these solutions. (Goodlad and Brown, 1974, p. 2)

The essence of a "mankind perspective" in education is human interdependence, interpersonal relations, and cooperative effort. It is contingent upon individual thought, commitment, and action transcending self-reference. It is realizable only to the extent that individuals are able to identify with and relate to others and to accept that the quality of their personal lives—their humanity—is inextricably interwoven with the quality of the lives of all other humans.

Essential to nurturing the human spirit and implementing a "mankind perspective" in education is the development of interpersonal relational skills. There is nothing more important to human life than mutually gratifying relationships. Interpersonal skills are imperative in our increasingly automated and technological society if we are to preserve our physical and emotional well-being and maximize our creative potential. Such skills, David Johnson believes,

> help us to grow and develop socially and cognitively, to build a positive and coherent personal identity, to feel we are firmly in touch with reality, and to gain and maintain psychological and physical health. Interpersonal skills are also essential for the well-being of the society in which we live. Human evolution and survival are intimately intertwined with our ability to initiate, develop and stabilize our relationships with each other. Furthermore, our interdependence requires us to be skillful in building and maintaining productive interpersonal relationships. Our self-actualization is based on our ability to relate to other people. As a species we seem to have a relationship imperative that is based on needs that can be satisfied only through interacting with other humans and that requires us to seek out relationships with others. (1981, p. 13)

Indeed, as John Naisbitt has so cogently stated, "The more technology we introduce into society the more people will aggregate, will want to be with other people" (p. 45). The need for "high touch" is stimulated by "high tech," thereby suggesting "the complementality of technology and humanism" in educational programs. Human beings are social animals. To maintain our humanity, we must engage in gratifying social and interpersonal relationships. However, the ability to do so successfully is not inherent. It is a skill that must be learned and, therefore, merits paramount attention in school programs. The degree to which we fulfill our need for gratifying social and interpersonal relationships is the extent to which we can create psychosocial contexts for maximizing or minimizing our technological, aesthetic, and human genius, and set in motion processes that will improve the quality of life for both individuals and societies.

A New Definition of Literacy

Most current conceptions of the "basic skills" needed to function well in an increasingly complex, technological, and diversified society and world are quite naive. They assume that knowledge-level competencies of the most rudimentary intellectual skills constitute literacy. Weingartner points out the inadequacies of this viewpoint when he declares:

> The simple-minded notion that readin', 'ritin', and 'rithmetic were or are "basics" is congenial only to the kind of witless mentality that finds "fundamentalism" of any kind a source for reassuring misconceptions that foster the illusion of certainty about anything. (1976, p. 12)

Even the addition of critical thinking, decision making, and vocational, consumer, and computer competency to the traditional three R's is not sufficient to prepare youth adequately to maximize their human options and to enjoy fulfilling lives in an uncertain, unpredictable, highly changeable world. Nor are they sufficiently powerful to ensure the maximum developmental potential of society.

Living constructive and rewarding lives in the world of today and the

future requires interpersonal and human relations competencies as well as a reconceptualization of literacy as process—the perpetual discovery, renewal, and emergence of untapped possibilities, but never a fixed end (Greene, 1982). A world replete with infinite, ever-changing possibilities, alternatives, and challenges demands this view. Psychological and emotional well-being derives largely from successful interpersonal and social relations. Therefore, healthy individuals and societies require interpersonal and intellectual as well as technological literacy.

"Basic skills" in any society should be determined by the actual nature of that society rather than misconceptions or fanciful dreams of what one might like that society to be or of arbitrarily determined behaviors. Maxine Greene proposes that we examine, critically and analytically, "literacy for what" before planning educational programs. Applying this advice to the American scene, we find an incredibly complex society that is in a constant state of flux, a society experiencing unprecedented growth and limitless technological capabilities, but whose sense of morality and humanity are utterly confused and still largely constrained by an agrarian orientation. We are alienated from each other and woefully unprepared to embrace each other, to relate to each other on genuine and authentic levels. Despite our technological might, we have been unable to find reasonable solutions to social and human problems and increasingly resort to extremist, destructive measures to cope with personal stress. We run away from each other rather than interacting, relating, and communicating with each other. To correct these imbalances in our growth potentials, school programs must give as much attention to interpersonal literacy as to technological training.

"Interpersonal literacy means learning to live and living to learn through interacting constructively with oneself and others."

Teaching Interpersonal Literacy in the Schools

Greene offers a blueprint for the kind of education necessary to counterbalance tendencies toward personal emptiness, loneliness, and powerlessness in her portrayal of the ideal "teacher of literacy." This person

> must be an inquirer, discoverer, critic, sometimes loved one. He or she must be someone who cares, someone who is ready to engage a subject matter or a created form as an always open possibility. The true teacher of literacy is not the kind who comes to class having "done" *Romeo and Juliet* or the history of the Civil War or the science of genetics—with all questions answered and the subject turned into an object ready to be consumed. Rather, he or she must be prepared to think critically, giving good reasons for the claims made and even the demands, encouraging students to look critically upon the performances in which they are asked to engage, participating in discussions with the students, making explicit the norms that govern their being together, keeping the enterprise open, allowing for possibility. (p. 328)

The portrait of the "teacher of literacy" which Greene paints presents an exemplary model for effective interpersonal education for citizens of an unpredictable, changing world. This model emphasizes process and action-oriented learning and interpersonal skill development. It is concerned with empowering individuals to think, care, know, feel, value, act, love, become, and always be open to yet another possibility (Rubin, 1969). The primary goals of education for interpersonal literacy are the development of a person who can (1) relate successfully to self and others, (2) analyze personal and environmental experiences and make inferences from them for future behavior, (3) understand self well enough to develop and maintain an individual sense of identity, and (4) respond to life situations in accordance with his/her own interests, values, and beliefs without being unaware of or insensitive to the values, interests, and beliefs of others (Bettelheim, 1969). Such a person can also assess the problems and potentialities of technology for the cultivation of the humanity of humankind.

Four essential skills should constitute the core of education for interpersonal literacy: (1) knowing and trusting each other, (2) developing open and honest communication, (3) accepting and supporting each other, and (4) resolving conflicts and relationship problems constructively (Johnson,

1981). Knowing and trusting each other involve self-disclosure, self-awareness and self-acceptance, and responding to each other's needs without being unnecessarily critical, hurtful, or rejecting. They also involve reciprocity, understanding, and cooperativeness among individuals in a variety of social, personal, political, vocational, and leisure circumstances.

Johnson suggests that "to live is to communicate!" and that "communication is the foundation of all interpersonal relationships. Through communication we reach some understanding of each other; learn to like, influence, and trust each other; begin and end relationships; and learn more about ourselves and how others perceive us" (p. 73). All of us have certain personal needs that can be met only through communicating with others. Among these are the need for recognition and approval and the need to love and be loved, to accept and be accepted, and to share personal feelings. "The capacity to feel is as much a part of being human as is the capacity to think and reason" (p. 109).

Since the gratification of these needs is necessary for our emotional well-being and self-actualization is contingent upon emotional well being, effective communication and psychological health are closely intertwined. The extent to which we are able to engage constructively in other life pursuits and to enhance our humanity depends largely upon our communication and interrelational capabilities. Therefore, if we are to achieve the kind of comprehensive literacy needed to maximize our human potential, these skills must be included in school programs. Students must learn such elements and dynamics of communicating and relating as sensing, interpreting, feeling, confronting, expressing, listening, caring, responding, accepting, and bonding.

Managing conflict and negotiating the resolution of conflict also are essential aspects of interpersonal skills. Differences in life experiences, expectations, and values make conflict in human interactions inevitable. This reality must not be ignored but confronted openly, analyzed perceptively, and managed constructively. Managing conflict requires such skills as reflective introspection, values clarification, understanding oneself and others, acceptance of one's own and others' strengths and weaknesses, and understanding different motivational drives and response patterns of human behavior. To be effective managers of interpersonal conflict, we must become astute students of the psychology of human behavior and the sociology of group dynamics. We must cultivate tolerance for ambiguity, a healthy respect for tentative solutions, and trust in inconclusive information, and we must develop a strong sense of self-control.

Conclusion

The challenges of our complex world require interpersonal competencies as well as the more traditional basic skills if we are to capitalize fully upon our human and technological potentialities. Interpersonal skills are timeless and transcend life skills. They are regenerative and self-renewing, widely applicable across diversified circumstances, and highly durable across time. They permit us to help youth function better in today's world and realistically prepare them for unpredictable futures.

Interpersonal literacy is vital to achieving quality education, for it emphasizes empowering the whole person—the affect and the intellect, the mind and the emotions, the technical and the humanistic, the individual and the group. Interpersonal literacy means learning to live and living to learn through interacting constructively with oneself and others. In a world of increasingly sophisticated technology, interpersonal literacy is absolutely imperative.

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Can America Really Achieve Equity?

by Charles I. Rankin

Dr. Charles I. Rankin

Perhaps the greatest issue facing the American people in the 1980s is equity—a state beyond nondiscrimination which is characterized by fair and just treatment rather than equal treatment. Most Americans have been taught that if one works hard, one can reap the rewards of the American society.

In 1983, we find ourselves as a nation on a plateau in regard to racial equality. Many Americans see the matter of racial equality in general and school desegregation in particular as passé. The political will to implement the *Brown* decision and thus strike down segregated education is not a high priority. Let us retrace briefly the evolution of public endorsement of racial equality before evaluating our current status in both racial and sex equity.

The 13th, 14th, and 15th amendments to the U.S. Constitution, ratified at the close of and in the years immediately following the Civil War, formed the keystone in the arch of freedom we call civil rights. They were the embodiment of the promise of emancipation. These constitutional guarantees not only ensured the abolition of slavery and the acquisition of legal rights, they also led to the enactment of legislation and the establishment of programs to overcome the vestiges of slavery and realize the promises made by the Civil War amendments. The amendments created new civil rights for all people and empowered the federal government with the authority and responsibility to enforce these rights.

Approximately 28 years ago, the legal and political effort to dismantle the structure of racial separation and discrimination in America began to show revolutionary results. In May 1954, a century after the *Dred Scott* decision—in which a black slave who had moved to a free state was forced by the courts to return to slavery[1]—and 85 years after the states were prohibited by the 14th Amendment from denying individuals the equal protection of the laws, the United States Supreme Court ruled that the separation of black and white children in schools was unconstitutional.

The U.S. Supreme Court decision *Brown v. Board of Education*[2] sought to redress systematically the inequities and injustices perpetrated upon minority group citizens. With that unanimous vote cast by the justices to declare illegal the principle of "separate but equal" in education, America was set on a new course—one neither chartered nor traveled by any other country in modern time.

In a seldom quoted passage from the 1954 *Brown* decision, the justices wrote:

> Today it [education] is a principal instrument in awakening the child to cultural values, in preparing him[/her] . . . to adjust normally to his[/her] environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he[/she] is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.[3]

The fact that education was not being provided "to all on equal terms" is what brought the *Brown* decision into being.

When school desegregation reaches the point of litigation, it is because the political process has been unresponsive. Parents genuinely concerned about their children's education have found it necessary to look to the legal process to seek vindication. In our society, governed by the law, concerned parents can only resort to the courts for help. Because we are a country of laws and because Americans believe in the rule of law, we assumed when the Supreme Court handed down its decision in 1954 in the *Brown* case, it meant what it said: Segregation of children on the basis of race, prompted by governmental action, was unconstitutional. Educational offerings in such a situation are inherently unequal. No matter how much money might be poured into public schools, segregation resulting from governmental action prevents equitable educational opportunity.

While school desegregation has been one of the most visible and widely undertaken efforts to achieve equity, one major difficulty with school desegregation is that there is no clear consensus of where we have been and where we are going. The impetus provided by *Brown* was one of morality

"If one can be optimistic about the long-range development of desegregation efforts, the term is *cautious advancement*; if one is cynical, the term is *retrenchment*."

rather than method.

The majority of Americans have trouble dealing with accusations of a racial bias. A prominent former segregationist, George Wallace, denies that he was a racist. His denial is an excellent illustration of the rationalization of many white Americans who redesign reality in order to preserve their belief in the superiority of the Caucasian race.

As every minority person is aware, America is a racist society. Those who repudiate this charge must constantly confront conflicting evidence. Stated in either harsh or eloquent words, the inequity in our society is a reality with which America must deal. Minority spokespersons have tried to convey this reality for years. White Americans' difficulty in accepting the reality of inequity perhaps stems from being taught all their lives that they are the truly superior people in the world, and minority people are the problem in this nation.

America is in trouble! It is in trouble not because of the reaction of minorities but because of what racism and sexism are doing and have done to the American people. Racism may be defined as any attitude, action, or institutional structure which subordinates a person or group because of color. Racism is not just a matter of attitudes. Actions and institutional structures can also be forms of racism. White racism may be defined as the belief, idea, or ideology which claims that a person born white is inherently better than a person born nonwhite.

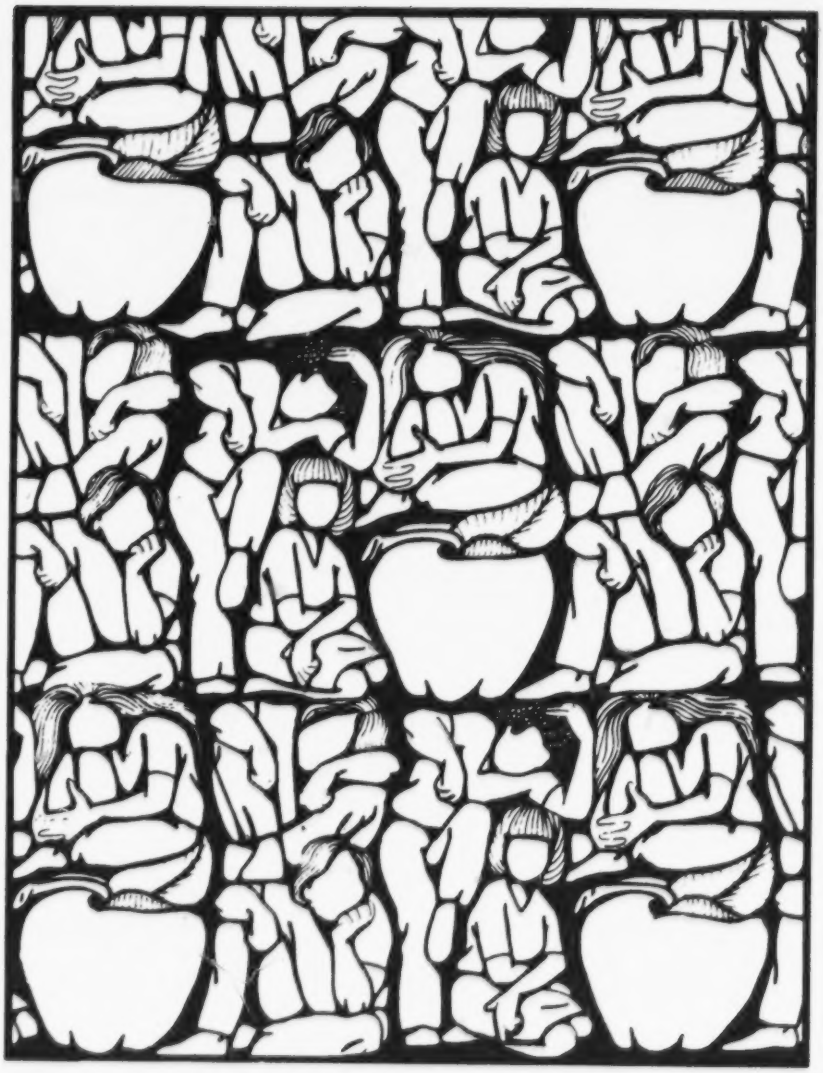
Institutional racism is one manner in which the ideology of racism is perpetuated. Institutional racism expresses itself by making it more profitable to be white in America than to be a minority in America. Institutions operate more favorably toward white people than toward minorities.

Hundreds of school systems, including some of the largest in America, are involved in the desegregation of racial and ethnic groups. Equity and high quality are not conflicting agendas. Desegregation creates conditions that require changes in schools, instruction, and professional behavior. Desegregation is more than a challenge to the capacity of schools to provide high-quality education. It is a test of America's commitment to social mobility and to racial equality. So far, we have been doing less well on this test than our school children have a right to expect.

While there are a number of school desegregation cases still in litigation, particularly in the northern and western states, it is apparent that the legal gains made in the 1960s and the early 1970s will have to suffice for the immediate future. If one can be optimistic about the long-range development of desegregation efforts, the term is *cautious advancement*; if one is cynical, the term is *retrenchment*. Regardless of perspective—judges, lawyers, politicians, community leaders, and civil rights advocates now tend to couch their comments in carefully guarded terminology, stressing the "enormous difficulties and complexities," the tenacity of "second-generation" desegregation problems, the ambiguity of *de jure* versus *de facto* desegregation, and the perceived backlash in white America against any further efforts at changing the status quo in race relations.

Racism is not the only major issue facing American society. The issue of sex discrimination must also be examined very carefully. Sexism may be defined as institutional policies and practices based upon the assumption that one sex is superior to another, justifying differential treatment of the sexes. Institutional sex bias is a prejudiced attitude for or against a person based on gender. It includes any factor which may influence or make it necessary for individuals to limit their personal and career choices because of gender. It also occurs when others use gender as a means of limiting options for individuals.

The issue of sex equity is complex, at times misunderstood, and very often controversial. Inherent within the issue are moral, ethical, and religious dimensions as well as social, political, economic, and educational implications. Perhaps no other question of individual human rights is so fundamental because every religion, ethnic group, race, and socioeconomic class in America is composed of both females and males. Equally important, there is perhaps



no other question which touches each of us so immediately since personal sex identity and role definition are fundamental to our individual definitions of self. Thus it is one thing to discuss and advocate sex equity and educational opportunity regardless of sex in the abstract, and it is often quite another to confront the personal implications of the changes in our own lives which will be necessary if sex equity is to be a social reality. Nonetheless, sex equity is an issue public school educators must confront if we are to fulfill our legal and ethical responsibilities to both students and colleagues, to the larger community, and to American society.

American children spend many years in public schools (K–12). There they learn a great deal more than reading, writing, and facts about subject matter. They also learn the values of the American culture. Some of those values are embedded deeply in the reading materials offered by the schools. Research studies have shown that the portrayal of males has differed dramatically from that of females in elementary school readers. In the past, boys were shown as active, skillful, and adventurous. They were usually engaged in outdoor activities. Girls on the other hand were often depicted indoors doing household chores, grooming themselves, or quietly observing the activities of boys. Boys succeeded because they were independent and active. Girls succeeded by pleasing others.

In elementary school readers, adult males were usually shown in a wide variety of occupations, but adult women were usually shown as mothers or housewives. When women were pictured working outside the home, they usually held such traditional jobs as teachers, librarians, nurses, or secretaries. Similarly, elementary social studies texts usually pictured mothers teaching their daughters domestic skills and fathers teaching their sons vocational skills.

During the past few years, individuals have become increasingly aware of the sex biases which reach students in the public schools. Parents, administrators, and teachers have become sensitive to differences between the ways boys and girls are treated in the schools. The relationship between students and teachers also is being examined. School personnel, like everyone else, share their culture's ideas about acceptable male and female behavior. Some may teach different sex role socialization to boys than to girls, such as assigning classroom duties on the basis of sex and expecting girls to conform quietly while urging boys to express themselves.

However, given the traditional attitudes regarding a "woman's place" in American society—legal, social, and political imperatives prohibiting sex discrimination have failed to bring about radical change in the nation's public school system. Access to equal educational opportunities has not guaranteed sex equity between boys and girls as it relates to career and academic advancement.

At the same time, the public schools are now confronted with a relatively new educational issue—computer technology, which contains a high potential for further discrimination. According to Computer Literacy Inc. of Berkeley, California, two-thirds of all the computer users in education are male, even though more than 50 percent of all students are female. Martha Ramierez, a partner with the firm, attributes the discrimination to schools' misperceptions that computers are heavily math based and the assumption that most girls suffer from math anxiety. (Computers, 1983).

Based on the Office for Civil Rights complaint file, one may conclude that progress has been sporadic, leaving ample room to doubt the impact of Title IX of the Education Amendments of 1972 on sex discrimination in America's public school system:

> Despite cosmetic changes, school systems have not gone that step beyond the letter of the law to fulfill their higher philosophical obligation. (Franklin, Note 1, p. 117)

The basic premise accepted here is that an important and traditional function of public education is to prepare the next generation to operate effectively in the real world in which it finds itself. To perform this function, schools must be aware as the conditions of the real world change and adapt their educational processes accordingly.

Is America prepared to alter what has happened to it through racism and sexism? Time is of the essence. There is such a thing as being too late.

Reference Note

1. Franklin, P. Implementing Title IX in physical education and athletics. Ann Arbor, Michigan: University of Michigan, 1978.

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Footnotes

[1] Scott v. Sandford, 60 U.S. (10 How.) 393 (1857).
[2] Brown v. Board of Education, 347 U.S. 483 (1954).
[3] *Id.* at 493.